

# 2024-25 Competitive Events Guidelines

## Marketing



Marketing provides members with the opportunity to gain knowledge around marketing. This competitive event consists of an objective test and a role play scenario.

### Event Overview

**Division:** High School

**Event Type:** Team of 1, 2 or 3 members

**Event Category:** Role Play Event

**Event Elements:** Objective Test and Role Play

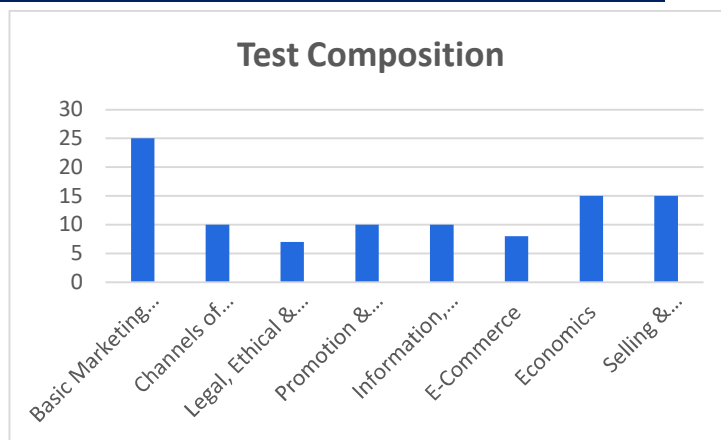
**Objective Test Time:** 50 minutes

**Role Play Time:** 20-minute preparation time, 7-minute presentation time

**NACE Connections:** Career & Self-Development, Communication, Leadership, Professionalism, Teamwork

### Objective Test & Role Play Competencies

- Basic Marketing Functions
- Channels of Distribution
- Legal, Ethical, and Social Aspects of Marketing
- Promotion and Advertising Media
- Marketing Information, Research, and Planning
- E-Commerce
- Economics
- Selling and Merchandising



### Region

Each chapter may enter two teams in this event. Testing is school-site and proctored with careful monitoring to ensure the integrity of the test. This event is classified as a Performance Event even though it is test only at the regional level.

### State

Top three (3) qualifiers of each region are eligible to compete at the State Leadership Conference. Competitors will take the objective test to determine top ten (10) finalists. Finalists will be announced at the opening session and will present to judges on Saturday of the SLC.

### National

#### Required Competition Items

	Items Competitor Must Provide	Items FBLA Provides
<b>Objective Test</b>	<ul style="list-style-type: none"><li>• Sharpened pencil</li></ul>	<ul style="list-style-type: none"><li>• One piece of scratch paper per competitor</li></ul>

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	<ul style="list-style-type: none"> <li>Fully powered <a href="#">device for online testing</a></li> <li>Conference-provided nametag</li> <li><a href="#">Photo identification</a></li> <li>Attire that meets the <a href="#">FBLA Dress Code</a></li> </ul>	<ul style="list-style-type: none"> <li>Internet access</li> <li>Test login information (link &amp; password)</li> </ul>
	<b>Items Competitor Must Provide</b>	<b>Items FBLA Provides</b>
<b>Role Play</b>	<ul style="list-style-type: none"> <li>Conference-provided nametag</li> <li><a href="#">Photo identification</a></li> <li>Attire that meets the <a href="#">FBLA Dress Code</a></li> </ul>	<ul style="list-style-type: none"> <li>Two notecards per competitor</li> <li>Pencil</li> <li>Secret role play problem/scenario</li> </ul>

### Important FBLA Documents

- Competitors should be familiar with the Competitive Events [Policy & Procedures Manual](#), [Honor Code](#), [Code of Conduct](#), and [Dress Code](#).

### Eligibility

- FBLA membership dues are paid by 11:59 pm Eastern Time on March 1 of the current school year or prior to regional competition, whichever comes first.
- Members may compete in an event at the National Leadership Conference (NLC) more than once if they have not previously placed in the top 10 of that event at the NLC. If a member places in the top 10 of an event at the NLC, they are no longer eligible to compete in that event.
- Members must be registered for the RLC/SLC/NLC and pay the conference registration fee to participate in competitive events.
- Members must stay in an official FBLA hotel block to compete.
- Each chapter may submit two entries; each region may submit three entries; each state may submit four entries.
- Each competitor can only compete in one individual/team event and one chapter event (American Enterprise Project, Community Service Project, Local Chapter Annual Business Report, Partnership with Business Project) at the national level. RLC/SLC competitors may compete in one objective test/one performance event/ and one chapter event.
- Each competitor must compete in all parts of an event for award eligibility.
- All members of a team must consist of individuals from the same chapter.
- Competitors cannot be replaced or substituted in between the objective test and role play time. Only those competitors that test and score in the top 15 teams will be allowed to participate in the role play round.
- Picture identification (physical or digital: driver's license, passport, state-issued identification, or school-issued identification) matching the conference nametag is required when checking in for competitive events.
- If competitors are late for their assigned objective test and/or role play time, they will be allowed to compete with a five-point penalty until such time that results are finalized, or the accommodation would impact the fairness and integrity of the event.

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- Some competitive events start before the Opening Session of SLC/NLC. The schedules for competitive events are displayed in the local time of the NLC location. Competitive event schedules cannot be changed.

### *Recognition*

- The number of competitors will determine the number of winners. The maximum number of winners for each competitive event is 10/NLC; 5/SLC; 3/RLC.

### *Event Administration*

- This event is two rounds: objective test and role play
- Objective Test
  - **Objective Test Time:** 50 minutes
  - **Objective Test Questions:** 100 questions
  - This event is an objective test administered online at the RLC/SLC/NLC.
  - No reference or study materials may be brought to the testing site.
  - All electronic devices such as cell phones and smart watches must be turned off before competition begins.
  - Competitors on a team must test individually, starting within minutes of each other. Individual test scores will be averaged for a team score.
- Interactive Role Play Presentation (SLC/NLC only)
  - **Preparation Time:** 20 minutes (one-minute warning)
  - **Presentation Time:** 7 minutes (one-minute warning)
  - **Question & Answer:** None
  - The top 10 (SLC) 15 (NLC) scoring teams will advance to the role play final round.
  - The role play will be a problem or scenario encountered in marketing. The role play will be given to the competitors at the beginning of their assigned preparation time.
  - Two notecards will be provided to each competitor. If the entry is a team, each competitor on the team will receive two notecards. These notecards may be used during event preparation and role play presentation. Information may be written on both sides of the notecards. Notecards will be collected following the role play.
  - No additional reference materials or props or visuals are allowed.
  - Teamwork: If participating as a team, all team members are expected to actively participate in the role play.
  - Role plays are interactive presentations; the judges may ask questions throughout the presentation.
  - Role play presentations are not open to conference attendees.
  - Competition ethics demand that competitors do not discuss or reveal the role play until the event has ended.

### *Scoring*

- The team-averaged objective test score determines the top 10 (SLC) top 15 (NLC) teams advancing to role play round.
- The role play round scores only will be used to determine winners.

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- Objective test scores will be used to break a tie.
- All announced results are final upon the conclusion of the RLC/SLC/NLC.

### *Recording of Presentations*

- No unauthorized audio or video recording devices will be allowed in any competitive event.
- Competitors in the event should be aware FBLA reserves the right to record any presentation for use in study or training materials.

### *Americans with Disabilities Act (ADA)*

- FBLA meets the criteria specified in the Americans with Disabilities Act for all competitors with accommodations submitted through the conference registration system by the registration deadline.

### *Penalty Points*

- Competitors may be disqualified if they violate the Code of Conduct or the Honor Code.
- Five points are deducted if competitors do not follow the Dress Code or are late to the assigned testing or presentation/role play time.

### *Electronic Devices*

- Unless a pre-approved accommodation is in place, all cell phones, smart watches, and headphones must be turned off and put away before competition begins. Any visibility of these devices will be considered a violation of the Honor Code.

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### Study Guide: Test Competencies and Tasks

- A. Basic Marketing Functions
  1. Analyze the differences between a production-oriented company, a sales-oriented company, and a marketing-oriented company.
  2. Explain the marketing concept and describe the benefits of marketing and their importance.
  3. Explain the functions involved in marketing goods and services.
  4. Identify, explain, compare, and contrast the different types of business ownership (e.g., sole-proprietorship, partnership, corporation, franchise, and licensing).
  5. Identify the elements of the marketing mix (e.g., product, price, place, and promotion) and describe its contribution to successful marketing.
  6. Explain the concept of product mix and describe types of product mix strategies for various product classifications.
  7. Describe the process for new product and service development (e.g., conception, development, and test marketing).
  8. Explain the advantages and disadvantages of extending product lines and of product line diversification.
  9. Examine the legal aspects of product development (e.g., patents, copyrights, and trademarks).
  10. Explain the functions of packaging and why each is important.
  11. Describe the importance of branding, packaging, and labeling.
  12. Describe factors (e.g., features/benefits, price/quality, competition) used by marketers to position product/business.
  13. Identify and explain the factors that influence a product's price (e.g., cost, quality, competition, and brand loyalty).
  14. Explain how consumer practices (e.g., shoplifting, improper returns, and product liability claims) affect prices.
  15. Explain ways that government regulations/laws affect pricing practices (e.g., price discrimination and collusion).
  16. Describe the influences of supply and demand on pricing and the concept of price elasticity.
- B. Channels of Distribution
  1. Explain the concept of distribution and identify the channels of distribution.
  2. Examine direct and indirect channels of distribution (e.g., wholesaler, agent, and broker) and when each is most appropriate to use.
  3. Identify the most efficient means (e.g., cost benefit analysis) for distributing different types of products and services.
  4. Identify shipping and receiving processes.
  5. Explain the transportation systems and services (e.g., motor, rail, water, air) used in distribution.
  6. Explain storing (e.g., cold storage, commodity, bulk) and warehousing options (e.g., distribution centers, public, and private) and procedures to store merchandise until needed.
  7. Describe the methods of handling merchandise and inventory control.
- C. Legal, Ethical, and Social Aspects of Marketing
  1. Describe the impact of specific marketing regulations/laws on both domestic and international business.
  2. Identify ethical issues and their impact on marketing.

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3. Describe the ways in which special interest groups (e.g., pressure from government and labor groups) and changing cultural characteristics (e.g., aging population, single-person households, and mobility) influence marketing.
4. Explain the social responsibility (e.g., environmental issues, ethical decisions, community involvement) of marketing in society.
5. Discuss the role of federal regulatory agencies (e.g., Food and Drug Administration, Consumer Product Safety Commission, Environmental Protection Agency).

### D. Promotion and Advertising Media

1. Explain the role of promotion as a marketing function and identify the major purpose of advertising.
2. Identify major promotional activities used in marketing and the benefits of each.
3. Identify the advantages and disadvantages of each type of advertising and promotional media. (e.g., radio, television, direct mail, outdoor, and newspaper).
4. Identify ethical issues (e.g., false and misleading advertising, copyright infringement, and age group discrimination) in marketing.
5. Identify various forms and purposes of sales promotion (e.g., sweepstakes, coupons, contests, and specialty products).
6. Explain the concept of promotional mix and identify the elements of the promotional mix (i.e., advertising, publicity, sales promotion, and personal selling).
7. Explain concept and purpose of visual merchandising, display, and trade shows to communicate with targeted audiences.

### E. Marketing Information, Research, and Planning

1. Identify the reasons for conducting market research.
2. Explain marketing research methods and procedures.
3. Identify sources of primary and secondary data.
4. Identify ways to obtain market data for market research (e.g., surveys, interviews, and observations).
5. Explain the concept of target markets and market segmentation (e.g., demographics, psychographics, and geography) and describe how it is used.
6. Explain why a marketing plan is essential and identify the components of a marketing plan.
7. Describe how marketing information is used in business decisions.

### F. E-Commerce

1. Identify ways that technology including the Internet impacts marketing.
2. Explain the impact of the Internet on marketing.
3. Identify online shopping techniques for sales and purchasing.
4. Discuss the role e-commerce will play in the marketing of goods and services.
5. Explain considerations in Web site pricing.
6. Explain how a Web site presence can be used to promote a business or product.

### G. Economics

1. Analyze the impact of changing economic conditions on marketing strategies.
2. Explain the concept of competition and describe ways competition affects marketing decisions.
3. Distinguish between consumer and capital economic goods and services.
4. Explain the concept and characteristics of private/free enterprise.
5. Explain the concept of profit in private enterprise and identify factors (e.g., economics, human, and nature) affecting a business' profit.
6. Explain the concept of economic resources (e.g., land, labor, capital, and entrepreneurship).

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7. Explain the principles of supply and demand.
8. Compare and contrast the types of economic systems (e.g., capitalism, socialism, and communism).
9. Identify and examine economic indicators and business cycles (e.g., GDP, GNP, and Consumer Price Index).
10. Explain the concepts of scarcity and elasticity of demand.
11. Discuss balance of trade, trade barriers, and concepts of tariffs.
12. Describe the importance of marketing in a global economy.

### H. Selling and Merchandising

1. Describe the purpose and importance of selling.
2. Describe the concepts and techniques used in selling and explain the steps in the selling process.
3. Demonstrate the ability to translate product knowledge/customer service information into customer benefits.
4. Explain the factors that influence customer buying motives and decisions.
5. Explore the ethical issues involved in selling (e.g., high pressure sales and misrepresenting product information).
6. Examine the role of salespersons in building customer relationships.
7. Demonstrate completing the sales transaction, including method of payment, and counting back change; the proper way to fold, wrap, and bag merchandise after a sale; and thanking customers and inviting them to return.
8. Apply appropriate methods of handling customer inquiries, complaints, or difficult situations.
9. Identify consumer protection agencies (e.g., FTC, Better Business Bureau, and Consumer Product Safety Commission) and explain their services.
10. Identify examples of service extensions (e.g., product warranty, technical support, or service contract).

### Marketing Role Play Presentation Rating Sheet

Expectation Item	Not Demonstrated	Below Expectations	Meets Expectations	Exceeds Expectations	Points Earned
<b>Demonstrates understanding of the role play and defines problem(s) to be solved</b>	<i>No description or role play synopsis provided; no problems defined</i>	<i>Describes and provides role play synopsis OR defines the problem(s)</i>	<i>Describes and provides role play synopsis AND defines the problem(s)</i>	<i>Demonstrates expertise of role play synopsis AND definition of the problem(s)</i>	
	0 points	1-8 points	9-12 points	13-15 points	
<b>Identifies alternatives and the pro(s) and con(s) of each</b>	<i>No alternatives identified</i>	<i>Alternative(s) given but pro(s) and/or con(s) are not analyzed</i>	<i>At least two alternatives given, and pro(s) and con(s) are analyzed</i>	<i>Multiple alternatives given and multiple pros and cons analyzed for each</i>	
	0 points	1-9 points	10-16 points	17-20 points	
<b>Identifies logical solution and aspects of implementation</b>	<i>No solution identified</i>	<i>Solution provided, but implementation plan not developed</i>	<i>Logical solution and implementation plan provided and developed</i>	<i>Feasible solution and implementation plan developed, and necessary resources identified</i>	
	0 points	1-9 points	10-16 points	17-20 points	

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<b>Demonstrates knowledge and understanding of the event competencies:</b>  Basic marketing fundamentals / economics / selling & merchandising / channels of distribution / marketing, information research, & planning / promotion & advertising media / legal, ethical, & social marketing aspects / e-commerce	<i>No competencies demonstrated</i>	<i>One or two competencies are demonstrated</i>	<i>Three competencies are demonstrated</i>	<i>Four or more competencies are demonstrated</i>	
	0 points	1-9 points	10-16 points	17-20 points	
<b>Presentation Delivery</b>					
<b>Statements are well-organized and clearly stated</b>	<i>Competitor(s) did not appear prepared</i>	<i>Competitor(s) were prepared, but flow was not logical</i>	<i>Presentation flowed in logical sequence</i>	<i>Presentation flowed in a logical sequence; statements were well organized</i>	
	0 points	1-6 points	7-8 points	9-10 points	
<b>Demonstrates self-confidence, poise, assertiveness, and good voice projection</b>	<i>Competitor(s) did not demonstrate self-confidence</i>	<i>Competitor(s) demonstrated self-confidence and poise</i>	<i>Competitor(s) demonstrated self-confidence, poise, and good voice projection</i>	<i>Competitor(s) demonstrated self-confidence, poise, good voice projection, and assertiveness</i>	
	0 points	1-2 points	3-4 points	5 points	
<b>Demonstrates the ability to effectively answer questions</b>	<i>Unable to answer questions</i>	<i>Does not completely answer questions</i>	<i>Completely answers questions</i>	<i>Interacted with the judges in the process of completely answering questions</i>	
	0 points	1-6 points	7-8 points	9-10 points	
<b>Staff Only: Penalty Points (5 points for dress code penalty and/or 5 points for late arrival penalty)</b>					
<b>Presentation Total (100 points)</b>					
Name(s):					
School:					
Judge Signature:					Date:
Comments:					