

Marketing



FBLA High School Competitive Events Guidelines

2022–2023

Case Study Events

Overview

These events consist of a case study. In many cases, these events consist of two parts: an objective test and an interactive case study. A 60-minute objective test will be administered on-site at the NLC. Team competitors will take the test individually and team scores will be averaged. Please check specific event guidelines to determine whether or not the event has an objective test.

Eligibility

Each state may submit up to four entries. Competitors must have paid FBLA national and state dues by 11:59 p.m. Eastern Time on March 1 of the current school year.

NLC Registration

Participants must be registered for the NLC and pay the national conference registration fee to participate in competitive events.

Finals

Case study events with an objective test: The top fifteen scoring individuals/teams advance to the final round.

Case study event that do not have an objective test: Fifteen finalists, or an equal number from each group in the preliminary round, will advance to the final round.

Banking & Financial Systems
Business Management
Client Service
Entrepreneurship
Help Desk
Hospitality & Event Management
Impromptu Speaking
International Business
Introduction to Event Planning
Management Information Systems
Marketing
Network Design
Parliamentary Procedure
Sports & Entertainment Management

Marketing

Event Type: I or T

Equipment Setup Time: N/A

Prep Time: 20 minutes

Performance Time: 7 minutes

Warning Time: 6 minutes

Time Up: 7 minutes

Q&A: N/A

Objective Test Competencies

- Basic marketing functions
- Economics
- Selling and merchandising
- Channels of distribution
- Marketing, information research, and planning
- Promotion and advertising media
- Marketing information, research, and planning
- E-commerce
- Legal, ethical, and social marketing aspects

Case Overview

A marketing problem is proposed, and a solution is discussed.

Performance Guidelines—Final Round

- Two 4" x 6" note cards will be provided to each competitor and may be used during event preparation and the role play. Information may be written on both sides of the note cards. Note cards will be collected following the role play.
- No additional reference materials are allowed.
- Individuals/teams should introduce themselves, describe the situation, make their recommendations, and summarize their cases during the role play.
- If participating as a team, all team members are expected to actively participate in the role play.
- All questions raised in the case must be addressed during the role play.

- Turn off all electronic devices.
- Objective test scores will be used to break a tie.
- Performances are not open to conference attendees.

Objective Test Guidelines

- Team members will test individually and team scores will be averaged.
- No materials may be brought to the testing site.
- No calculators may be brought into the testing site; calculators will be provided.
- Electronic devices must be turned off and out of sight.
- Bring a writing instrument.

Penalty Points Deducted by Judges

- Competitors may be disqualified if they violate competitive event guidelines.
- Five points are deducted if competitors do not follow the dress code.
- Five points may be deducted for each instance of not following guidelines.

FBLA Marketing Test Study Guide

Competency A: Basic Marketing Functions		Minimum: 25
Tasks		
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.	
Competency B: Channels of Distribution		Minimum: 10
Tasks		
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.	

FBLA Marketing Test Study Guide

Competency C: Legal, Ethical, and Social Aspects of Marketing		Minimum: 7
Tasks		
1. Describe the impact of specific marketing regulations/laws on both domestic and international business.		
2. Identify ethical issues and their impact on marketing.		
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).		
Competency D: Promotion and Advertising Media		Minimum: 10
Task		
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.		
Competency E: Marketing Information, Research, and Planning		Minimum: 10
Tasks		
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 geographic) 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.		

FBLA Marketing Test Study Guide

Competency F: E-Commerce		Minimum: 8
Tasks		
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.	
Competency G: Economics		Minimum: 15
Tasks		
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).	
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.	

FBLA Marketing Test Study Guide

Competency H: Selling and Merchandising		Minimum: 15
Tasks		
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).	

FBLA Marketing

References:

Marketing. 2006. South Carolina Career and Technology, South Carolina Department of Education. Columbia, SC.

Career Cluster Resources for Marketing, Sales & Service. 2008. National Association of State Directors of Career Technical Education Consortium. Washington, DC.

Kentucky Occupational Skill Standards List Marketing. 2004. Career and Technical Education. Kentucky Department of Education. Frankfort, KY.

Marketing Curriculum Content Frameworks. 2004. Career and Technical Education, Office of Assessment and Curriculum, Arkansas Department of Workforce Education. Little Rock, AR.

Marketing and Introduction to Marketing Competency-Based Task/Competency Lists. 2009/2010. The CTE Resource Center, Virginia Department of Education. Henrico, VA.

Marketing Curriculum Framework. 2009. Florida Department of Education. Tallahassee, FL.

Business Education Standards. National Business Education Association. Reston, VA.

Marketing Education Competencies. 2006. Career and Technical Services, Vermont Department of Education. Montpelier, VT.

Marketing and Management I Principles. 2005. Career and Technical Education. Tennessee Department of Education. Nashville, TN.

MARKETING SAMPLE TEST QUESTIONS

- 1) Coca-Cola sells different types of sodas, energy drinks, waters, and juices. This class of products is referred to as the width of the ____.
A) product targets
B) market selection
C) market segments
D) product mix
- 2) A brand is commonly defined as a specific ____ that identifies a seller's product.
A) make or model
B) name, symbol, or design
C) marketing
D) words
- 3) Price competition is based on price and ____.
A) branding
B) quality
C) value
D) availability
- 4) An example of capital goods would be ____.
A) items sold
B) marketing materials
C) dollars earned during a fundraiser
D) cars used by a cleaning service company
- 5) The ____ is responsible for recalling unsafe products.
A) Better Business Bureau
B) Federal Trade Commission
C) Consumer Product Safety Commission
D) Federal Bureau of Investigation

- 6) A ____ is a term for illegally offering money in exchange for a favorable outcome.
- A) breech
 - B) blackmail
 - C) bribe
 - D) broker
- 7) Transporting goods via a tractor and trailer is used for produce. Relative to this situation, it can be concluded that the initial ____.
- A) investment is high, but operational costs are relatively small.
 - B) produce was owned by the government.
 - C) air transportation is much more expensive and not a viable option.
 - D) product is inexpensive to construct, operational costs are high.
- 8) Private or public ____ warehouses store products requiring payment of a federal tax before imported or domestic products can be removed.
- A) hazardous
 - B) commodity
 - C) bonded
 - D) conglomerate
- 9) An example of marketing that might create an ethical controversy would be ____.
- A) advertising an early bird special
 - B) airing alcoholic beverage related commercials during prime time
 - C) retailers developing a national sweepstakes
 - D) broadcasting PSAs about public health issues
- 10) The lack of ____ to produce advertising eliminates many small businesses from many mass media advertising options.
- A) expertise
 - B) time
 - C) money
 - D) staff

- 11) A sampling procedure in which everyone in the population has an equal chance of being selected.
- A) focus group
 - B) observation
 - C) interview
 - D) random sampling
- 12) Psychographics refers to ____.
- A) census data
 - B) people's lifestyles
 - C) variable demographics
 - D) geographic location
- 13) An online retailer should have ____ in order to secure credit card transactions.
- A) FAQ
 - B) RFP
 - C) EMT
 - D) SSL certificates
- 14) Consumers buying products online has drastically impacted the ____ of products as a part of the marketing mix.
- A) distribution
 - B) price
 - C) promotion
 - D) production
- 15) Bulk mailings are made simple using ____.
- A) spreadsheets
 - B) word processing
 - C) databases
 - D) PowerPoint

- 1) D
- 2) B
- 3) C
- 4) D
- 5) C
- 6) C
- 7) A
- 8) C
- 9) B
- 10) C
- 11) D
- 12) B
- 13) D
- 14) A
- 15) C

MARKETING SAMPLE CASE STUDY

PARTICIPANT INSTRUCTIONS

1. You have 20 minutes to review the case.
2. Presentation time is seven minutes. At six minutes the timekeeper will stand and hold up a colored card indicating one minute is left and at seven minutes the timekeeper will stand and hold up a colored card indicating time is up.
3. The presentation is interactive, and the judges will ask questions throughout the presentation. You have recently been commissioned, along with two other companies, by ZGames, a leading video game design company to develop a full-scale marketing plan for their new game launch.
4. Each team member will be given two note cards. Note cards will be collected following the presentation.
5. All team members must participate in the presentation as well as answer the questions posed by the judges. Cover all the points described in the case.

PERFORMANCE INDICATORS

- Explain the role of promotion as a marketing function and identify the major purpose of advertising.
- Identify major promotional activities used in marketing and the benefits of each.
- Identify the advantages and disadvantages of each type of advertising and promotional media.
- Explain the concept of promotional mix and identify the elements of the promotional mix.
- Describe factors (e.g., features/benefits, price/quality, competition) used by marketers to position product/business.
- Describe the importance of branding, packaging, and labeling.

SAMPLE CASE STUDY SITUATION

Background Information

Your team is one of three companies commissioned by ZGames, a leading video game design company to develop a full-scale marketing plan for their new game launch. The company would like to launch the product within the next year throughout North America, Asia, and Europe. ZGames has been around for two decades and continually produces the top games in the industry. They are known for their amazing launches of new games and they expect this launch to be their greatest ever.

Scenario

Your team must develop a marketing plan that will address the uniqueness of the game, focus on the company's strong reputation for developing new, innovative, cutting edge games, and propose strategies for the launch. As a part of your plan, be sure to include all media outlet options, branding, messaging, possible sneak peaks for loyal customers, and why your plan should be chosen over the other two proposals. Your team will be presenting your plan to the board of directors at the upcoming board meeting.

Other Useful Information

- Focus on the flashiness of the event.
- Budget is not a consideration at this point.
- Be creative with uniqueness of the game being front and center. The marketing plan should match up appropriately.
- Detail how you will differentiate plans for each of the three market segments.

Things to Consider

Your team must address the following in your presentation:

- The scenario and the scope involved.
- Your position and why.
- Effective solutions for meeting the customer's needs.

HIGH SCHOOL - MARKETING

Performance Rating Sheet

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
Demonstrates understanding of the case study and defines problem(s) to be solved	No description or case study synopsis provided no problems defined		Describes and provides case study synopsis OR defines the problem(s)		Describes and provides case study synopsis AND defines the problem(s)		Demonstrates expertise of case study synopsis AND definition of the problem(s)			
	0	○	1-5	○	6-10	○	11-15	○		
Identifies alternatives and the pro(s) and con(s) of each	No alternatives identified		Alternative(s) given but pro(s) and/or con(s) are not analyzed		At least two alternatives given, and pro(s) and con(s) are analyzed		Multiple alternatives given and multiple pros and cons analyzed for each			
	0	○	1-7	○	8-14	○	15-20	○		
Identifies logical solution and aspects of implementation	No solution identified		Solution provided, but implementation plan not developed		Logical solution and implementation plan provided and developed		Feasible solution and implementation plan developed, and necessary resources identified			
	0	○	1-7	○	8-14	○	15-20	○		
Demonstrates knowledge and understanding of the event competencies: Basic marketing fundamentals/economics/ selling and merchandising/ channels of distribution/ marketing, information research, and planning/ promotion and advertising media/legal, ethical, and social marketing aspects/e-commerce	No competencies demonstrated		One or two competencies are demonstrated		Three competencies are demonstrated		Four or more competencies are demonstrated			
	0	○	1-7	○	8-14	○	15-20	○		

Delivery Skills

Statements are well-organized and clearly stated	Presenter(s) did not appear prepared		Presenter(s) were prepared, but flow was not logical		Presentation flowed in logical sequence		Presentation flowed in a logical sequence; statements were well organized			
	0	○	1-3	○	4-7	○	8-10	○		
Demonstrates self-confidence, poise, assertiveness, and good voice projection	Presenter(s) did not demonstrate self-confidence		Presenter(s) demonstrated self-confidence and poise		Presenter(s) demonstrated self-confidence, poise, and good voice projection		Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness			
	0	○	1-2	○	3-4	○	5	○		
Demonstrates the ability to effectively answer questions	Unable to answer questions		Does not completely answer questions		Completely answers questions		Interacted with the judges in the process of completely answering questions			
	0	○	1-3	○	4-7	○	8-10	○		
Performance Subtotal (100 max)										

Penalty Points (Mark all that apply)

Dress Code not followed	-5	○	Deduct 5 points for each instance of guidelines not being followed	_____	○	Total Penalty	_____	
							Grand Total	
							Objective Test Score (to be used in the event of a tie)	

Name(s):

School:

State:

Judge's Signature:

Date:

General Competitive Events Guidelines

The general event guidelines below are applicable to all FBLA High School national competitive events. Please review and follow these guidelines when competing at the national level. When competing at the state level, check the state guidelines since they may differ.

All members and advisers are responsible for reading and following competitive event guidelines.

Eligibility

- **Dues:** Competitors must have paid FBLA national and state dues by 11:59 p.m. Eastern Time on March 1 of the current school year.
- **NLC Registration:** Participants must be registered for the NLC and pay the national conference registration fee in order to participate in competitive events.
- **Deadlines:** The state chair, or designee, must register each state competitor on the official online entry forms by 11:59 p.m. Eastern Time on the second Tuesday in May.
- Each state may submit four entries in all events.
- Each competitor can only compete in one individual/team event and one chapter event.
- Each competitor must compete in all parts of an event for award eligibility.
- A team shall consist of two or three members. The exception is Parliamentary Procedure, which must be a team of four or five members.
- All members of a team must consist of individuals from the same chapter.
- If competitors are late for a competitive event, there are no guarantees they will get to compete. Competitive event schedules cannot be changed. **PLEASE NOTE** that competitive events start in the morning before the opening session of NLC.
- Competitors may be disqualified if they violate competitive event guidelines.
- Picture identification (drivers' license, passport, state-issued identification, or school-issued identification) is required when checking in for competitive events.

General Competitive Events Guidelines

Repeat Competitors

- Members may compete in an event at NLC more than once if they have not previously placed in the top ten of that event at NLC. If a member places in the top ten of an event at NLC, they are no longer eligible to compete in that event. This eliminates the exceptions for team events that were previously in place, as this change will now affect all events.
- **Modified Events:** A competitor may compete in the same event when the event is modified, regardless of placement at a National Leadership Conference. Note, if the only modification is a name change, competitors may not compete in the renamed event if they have previously placed in the top ten at the National Leadership Conference.
- **Chapter Events:** Competitors may compete in a chapter event as many times as they wish, regardless of placement at a previous National Leadership Conference (American Enterprise Project, Community Service Project, Local Chapter Annual Business Report, and Partnership with Business Project).
- **Pilot Event:** Competition in a pilot event does not disqualify a competitor from competing in the same event if it becomes an official competitive event. The participant may compete in another event as well as a pilot event.

Breaking Ties

- **Objective Tests:** Ties are broken by comparing the correct number of answers to the last 10 questions on the exam. If a tie remains, the competitor who completed the test in a shorter amount of time will place higher. If this does not break the tie, answers to the last 20 questions will be reviewed to determine the winner.
- **Objective and Production Tests:** The production test scores will be used to break a tie.
- **Objective Tests and Performances:** The objective test score will be used to break a tie based on the tie-breaking criteria of objective tests.
- **Reports/Projects and Performances:** The report/project scores will be used to break a tie.
- **Performances:** Judges must break ties and all judges' decisions are final.

General Competitive Events Guidelines

National Deadlines

- State chair/adviser must register all competitors for NLC competitive events online by 11:59 p.m. Eastern Time on the second Tuesday in May.
- All prejudged components (reports and projects) must be submitted by 11:59 p.m. Eastern Time on the second Tuesday in May.
- All prejudged projects and reports must be submitted electronically.
- All production tests must be submitted by 11:59 p.m. Eastern Time on the third Tuesday in May.
- All production tests must be uploaded online on the required platform.
- State chair/adviser may make name changes only (no additional entries) by 11:59 p.m. Eastern Time on the first Tuesday in June. Competitor drops are the only changes allowed after this date and onsite.

National Awards

- The number of competitors will determine the number of winners. The maximum number of winners for each competitive event is 10.

Americans With Disabilities Act (ADA)

- FBLA-PBL meets the criteria specified in the Americans with Disabilities Act for all participants who [submit an accommodation form](#).
- The form must be submitted by 11:59 p.m. Eastern Time on the second Tuesday in May.

Recording of Presentations

- No unauthorized audio or video recording devices will be allowed in any competitive event. Participants in the performance events should be aware the national association reserves the right to record any performance for use in study or training materials.