

A STUDY ON SUCCESSFUL TECHNIQUES OF DECA CHAPTERS IN  
COMPETITIVE EVENTS AT THE DISTRICT, STATE AND NATIONAL LEVELS

By

Phillip J. Huff

A Research Paper

Submitted in Partial Fulfillment of the  
Requirements for the  
Master of Science Degree in  
Career and Technical Education

Approved: Two Semester Credits

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Carol Mooney, Ed.D.  
Investigation Advisor

The Graduate College  
University of Wisconsin-Stout  
May 2003

The Graduate School  
University of Wisconsin – Stout  
Menomonie, WI 54751

ABSTRACT

Huff	Phillip	J.
(Writer)	(First)	(Initial)
(Last Name)		
<u>A Study on Successful Techniques of DECA Chapters in Competitive Events at the</u>		
<u>District, State, and National Levels</u>		
(Title)		
Career and Technical Education	Dr. Carol Mooney	May 16, 2003
(Graduate Major)	(Research Advisor)	(Month/Year)
		69
		(No. of pages)
<u>American Psychology Association (APA) Publication Manual</u>		
(Name of Style Manual Used in this Study)		

Marketing education has been an academic area that provides students with knowledge, skills, and attitudes to become professionals in the fields of marketing, management, and entrepreneurship. Students who become involved with the student organization of DECA have the opportunity to demonstrate these skills, traits, and knowledge in a competitive events program.

In order to fully prepare students to be successful in these competitions, DECA advisors must use a variety of techniques. The purpose of this study is to identify and determine which methods are most effective in preparing students for success in DECA's competitive events program.

The researcher conducted a literature review to analyze the current research and insights into the history of the competitive event program and how it is implemented in today's marketing education curriculum. The researcher also conducted a phone survey with twelve DECA advisors from Wisconsin, Colorado, and Nebraska. Based on the

results, the researcher concluded with information about how to best prepare students for success in DECA competitions.

## ACKNOWLEDGEMENTS

I would like to thank my fiancée, Marissa, for her inspiration and devotion to me in my efforts to go back to Graduate School. I would also like to thank my parents for their continued support as I reach for my educational and professional goals.

A special thanks goes out to Thor Burntvedt, who provided much needed support throughout this process. I would also like to thank my research advisor, Dr. Carol Mooney, for helping me to get so much out of my education at the University of Wisconsin-Stout.

My appreciation goes out to the advisors who participated in the study, along with the state advisors who helped make this project possible.

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## CHAPTER ONE

### **Introduction**

In a secondary setting, high school students are exposed to a variety of learning experiences. Students who have a particular interest in the fields of marketing, management, and entrepreneurship may enroll in marketing education courses. The ideal secondary marketing education program consists of three components, including classroom instruction, on-the-job training, and involvement in a career and technical student organization (Burbach, 1987). The career and technical student organization (CTSO) in which students participate within the marketing education program is known as DECA.

DECA is a co-curricular, student-centered organization specifically designed to provide applied learning activities for secondary students in marketing, management, and entrepreneurial competencies. These competencies prepare them to become skilled, employable workers in the field of marketing (*Chapter management system*, 1995). There are over 5,000 DECA chapters in existence in all fifty states and over 180,000 student members and faculty advisors to make it the largest high school marketing student organization in the world (National DECA website, 2002).

The competitive events program is one of the ways DECA challenges its members. DECA competitive events recognize academic and vocational excellence as the building blocks to successful careers in marketing, management, and entrepreneurship. Competitive events are designed to allow students to engage in activities that will extend their interests and skills related to careers in marketing and

measure via performance indicators the degree to which skills have already been acquired (*The DECA guide*, 2001).

Every year, students from around the country participate in DECA's competitive events program. In order to make the whole process more manageable, competitions are broken down into efficient geographic areas, usually called districts. A District Career Development Conference typically occurs in the months of November, December, or January, involving several different high schools from the same region of the state. Following district competition is a Career Development Conference at the state level, generally held in February or March. Students who progress through these levels of competition qualify to compete at the International Career Development Conference held in late April or early May. With over 12,000 students qualifying for competition at the national level alone, the DECA competitive events program reaches thousands of students each year (Wisconsin DECA website, 2002).

Some chapters have a high percentage of their members who receive recognition at the district, state, and national levels each year. These chapters have continually shown a high level of student achievement in competition. Some states also have a higher percentage of award winners than others at the national level (National DECA website, 2002). The research question posed, therefore, is: What were these individual chapter advisors doing for their students that help to make them more successful at competition than other chapters?

### Statement of the Problem

There is no current research available to demonstrate why some high school DECA programs have a greater percentage of award winners at these competency-based

competitive events than other high schools. The skills and traits necessary for successful performance at the local, state, and national levels have not been identified.

### Purpose of Study

The purpose of this study is to identify and determine which methods are most effective in preparing students for success in DECA's competitive events program as reported by selected chapter advisors from Wisconsin, Colorado, and Nebraska. Data was collected in the spring of 2003 through a phone survey. This established a link between competitive event success and classroom instructional strategies by identifying the key techniques that were used. Other local advisors around the country will be able to use this information in order to increase the amount of award winners at DECA competition.

### Objectives

This research will address the following objectives:

- 1) Determine demographic information of the participants (i.e., name, school, size of chapter, amount of time teaching).
- 2) Determine which DECA chapters in Wisconsin, Nebraska, and Colorado have the highest percentage of award winners in DECA competition.
- 3) Identify four DECA chapters from Wisconsin, Nebraska, and Colorado that have traditionally been very strong at the national level as a representative sample.
- 4) Determine what methods and activities those chapter advisors use to prepare students for competition at the district level.
- 5) Determine what methods and activities those chapter advisors use to prepare students for competition at the state level, if different from district level.

6) Determine what methods and activities those chapter advisors use to prepare students for competition at the national level, if different than district and state levels.

7) Identify the participant's general instructional tools that are used to construct the marketing curriculum.

8) Determine which teaching techniques influence DECA members to participate in the competitive event programs at the district, state, and national levels.

9) Identify the importance of classroom instruction, study sessions, and other instructional methods as related to DECA members success in competition.

10) Determine the primary reason that DECA members have success in competition.

#### Significance of the Study

The significance of the study is to determine if there were some common methods to prepare students for competitive events that consistently result in award winning students and student recognition. Also, this study will provide critical information to state and chapter DECA advisors about which classroom skills sets and preparation activities were most beneficial to student success. In addition, the information will help advisors understand what other chapters are doing to consistently produce award winners in competition. The researcher intends to use the results of the study in advisement of a local DECA chapter.

Another significant finding from the study is that it will aid advisors in the other 47 states who are not included in the survey population in determining what has proven to be successful in other states.

Finally, the study will support National DECA staff in creating new and improved guidelines for chapter advisors in search of competitive event success. The researcher also plans to use the study to present the results at professional conferences and for publication in professional journals.

### Assumptions of the Study

The researcher makes these assumptions:

- 1) This study assumes the questions will be answered truthfully and honestly by those surveyed.
- 2) It is assumed the DECA advisors have the required knowledge to provide valid information for the research questions.
- 3) This study assumes the database providing DECA award winner information is correct and complete.
- 4) It is assumed that the results of district, state, and national competitions are the result of fair and accurate judging by adult volunteers.

### Limitations of the Study

The limitations of this study include:

- 1) Judging at all levels of competition may not be completely objective.
- 2) The study includes twelve selected chapters located in Wisconsin, Colorado, and Nebraska. These chapters were chosen at the recommendation of each state advisor.

### Methodology

This study utilized an initial contact with the state advisors in Wisconsin, Colorado, and Nebraska. These three states are recognized each year at the national level for continued excellence by the results of competition. Four local chapter advisors in

each of these states were surveyed, for a total sample size of twelve. State advisors chose four schools, along with alternate schools in their state to participate in this study. These chapters provided a representative sample of individual excellence at the local and state levels. The research results were tabulated to determine levels of achievement at the district, state, and national levels from personal communications with the local advisors. The results also demonstrated what teaching techniques and strategies chapter advisors and students used to achieve those results.

Chapter 2 will provide a review of related literature about the topics of career and technical education (CTE), career and technical student organizations (CTSO), DECA, and DECA's competitive event program.

## Definitions and Terms

These terms and definitions have been determined by the researcher to be important to the understanding of material.

Career and Technical Education (CTE): Career and technical education programs are an integral part of public education and are designed to educate about, through, and for careers. (The National Center for Career and Technical Education website, 2003).

Career and Technical Student Organization (CTSO): structured and developed opportunities that exist for students in vocational-technical programs (McNally & Harvey, 2001).

Career Development Conference (CDC): DECA's formal name for conferences in which competitive events take place (National DECA Website, 2002).

Competency Based Competitive Events (CBCE): program in which students choose an occupational area and take a competency-based written and oral exam to test their knowledge of the chosen subject (National DECA Website, 2002).

DECA: formerly Distributive Education Clubs of America (D.E.C.A.); now known as an association of marketing students (Berns, 1996).

DECA Advisor: the adult sponsor of the DECA chapter (*Chapter management system*, 1995).

DECA Chapter: a local DECA unit at a high school setting (*Chapter management system*, 1995).

National DECA, Inc.: the formal name for the organization and headquarters located in Reston, Virginia (*Chapter management system*, 1995).

## CHAPTER TWO

### **Literature Review**

#### Introduction

This chapter includes a discussion of the history of career and technical education (CTE), the history of Career and Technical Student Organizations (CTSO), and the history of DECA. The chapter concludes with an overview of DECA's competitive event structure and history.

#### History of Career and Technical Education

Career and Technical Education has been part of the American educational system since the turn of the 20<sup>th</sup> century. Its primary mission remained a constant through the decades as “education for employment” (Paris, 1981).

At the turn of the century, no one gave much thought to CTE. Only one out of every 30 people completed high school (Paris, 1981). Job prospects consisted primarily of agriculture and factory work, which required workers capable of handling unskilled repetitive tasks. However, the 20<sup>th</sup> century brought with it a host of new technology and production complexities. That necessitated a paradigm shift from unskilled repetitive tasks to jobs with sequenced duties and tasks in an effort to meet the ever-increasing wants and needs of this nation's consumers (Paris, 1981). CTE's need and relevance was increasingly recognized as America's economy started to shift towards industrialization.

Citizens empowered with industrialization freedoms needed the “vocational tools” to succeed in the increasingly competitive economic environment. CTE ultimately became the employment-training tool designed to deliver occupational skills, knowledge, and attitudes to a new, more upwardly mobile workforce.

Through the past nine decades, CTE has prepared Americans to continuously adjust to the needs of a technological, industrial, and service economy. During the first decade, school primarily held to elements of liberal education – an outcome serving fewer than 10 percent of the population (Millar, 1985). The intent of this preparation was to prepare select students for college entrance. During this decade it was common for 14 year old children to trade-off their education to enter the unskilled workforce. For many, this was a logical, economic move that would eventually place limitations on them as they moved through their life stages. Diminished financial rewards ultimately limited the purchasing power of these unskilled laborers due to their declining value. The necessity to support their lifestyle further hindered them in their attempts to seek the skills necessary to move vertically in their employment setting (Millar, 1985).

During the second decade, it was publicly recognized that the majority of youth were not adequately prepared to compete economically in the workforce. The National Commission on National Aid to Career and Technical Education in 1914 stressed how public education was falling short (Millar, 1985). This commission suggested that the public schools, “free and open to all” did not provide the pathway for all students to succeed through life.

Vocational advocates were positioned to promote the virtue and value of secondary and post-secondary CTE. Providing CTE for all students was deemed as a means of extending educational experiences for all students. Schools would now become more meaningful to a larger number of students. Also, experiences derived through CTE would enhance the students’ opportunities throughout their working life. Increased skills translated into higher wages, enabling the workforce to meet its economic needs through

greater vocational mobility. Business and industry would also derive economic benefits in the form of a more knowledgeable and flexible workforce capable of succeeding through technological advances (Millar, 1985).

As the decades passed, several federal acts were passed in an effort to garner support to teach relevant skills through the public school system. Initially, CTE gained much of its momentum through the Smith-Hughes Act of 1917. This national act was implemented in an effort to legitimize and promote CTE nationally. Then came the 1924 State Plan for CTE amendment to the Smith-Hughes Act. This act originated the concept of coordination between business and education. The results of this coordination were programs that were served and guided through a local coordinator and advisory committees in an effort to maintain programs vitality and relevance.

In 1936 the George-Deen Act was passed which extended the purpose for which federal funds could be allocated. This act specifically identified marketing (then called “Distributive” Education) as a vocation for which funds could be allocated. It was the George-Deen Act of 1936 that considerably changed the allocation of money for CTE from only \$1 million to \$12 million annually. This included provisions for Vocational Agriculture, Vocational Home Economics, Trade and Industry, and Distributive Education.

In 1946, the George-Barden Act was passed extending the George-Deen Act followed in 1963 by the National Career and Technical Education Act, also known as the Perkins Act, was passed. This act established a permanent program of federal assistance for CTE. Furthermore, this act had a positive and lasting impact on the nature and scope of modern CTE to date (Paris, 1981). Through these acts, the purpose of CTE expanded

from merely training personnel for the work force, to playing a significant role in determining the quality of life in our society.

The 1963 Act was to determine exactly who and what the allocations of funds were to be used for. According to Crawford and Meyer (1972), the Vocational Act of 1963 (based on a report called *Education for a Changing World of Work*) defined the specified individuals or groups that CTE would serve. CTE is for:

1. Persons attending high school.
2. Persons who have completed high school or left high school and who are available for full-time study in preparation for work force.
3. Persons who have already entered the work force and need training or retraining to achieve stability or advancement.
4. Persons who have academic, socio-economic, or other handicaps that prevent them from succeeding in a regular CTE program. (p. 38)

The philosophy of CTE during the last ten years has been that of educating students, not only to learn a trade, but also to allow for social development for society in general.

Marketing education is one of these programs and many educators within this program feel strongly about the value of their programs. These educators believe that students can benefit greatly by taking part in marketing education and by participating in DECA, the related student organization.

#### History of Career and Technical Student Organizations

Career and Technical Student Organizations (CTSOs) have been recognized as an integral part of the instructional programs from the beginning. Students and instructors

have worked together to start local career and technical student groups. The first national student organization, Future Farmers of America (FFA), was organized in 1928. Since then, student organizations have been formed for all areas of career and technical education. While many have changed their names, CTSOs have continued in their role in preparing secondary students to become productive citizens and assume leadership roles in their communities (Reese, 2003).

These CTSOs have been recognized as an important component of career and technical education since federal law P.L. 740 established the integral relationship between CTSOs and CTE by officially chartering one CTSO, FFA, in 1950 (McNally & Harvey, 2001). Even today, CTSOs are recognized for their importance by the inclusion of them in the Carl D. Perkins Vocational and Technical Education Act of 1998. This legislation allows states to use vocational funds to support CTSOs (McNally & Harvey, 2001).

CTSOs are national organizations with local (and often state and regional) chapters. Each organization is linked with an occupational area: marketing education, business education, agriculture education, and so on. These organizations are intended to supplement, enrich, and strengthen the curriculum. They also help students explore career paths as they prepare to become skilled professionals in the workplace (Reese, 2003).

Nationally, about 1.5 million students are members of the eight secondary level CTSOs. These organizations include: DECA, Future Business Leaders of America (FBLA), Future Farmers of America (FFA), Family, Career and Community Leaders of America (FCCLA), Health Occupations Students of America (HOSA), Business

Professionals of America (BPA), Technology Student Association (TSA), and SkillsUSA-VICA, which serves both high school and college students enrolled in training programs in technical, skilled and service occupations (Reese, 2003).

CTSOs have received increased emphasis from both career and technical education teachers and administrators. This emphasis has been generated, because of the realization that CTSO activities are a vital part of the CTE curriculum. Activities are not considered extracurricular, like many other student organizations, but co-curricular. This means that instructors can apply things taught in the classroom to specific activities performed by members in CTSOs. “Therefore, instructors and institutions charged with a mission to cultivate self-determined students have a responsibility to support active involvement in CTSOs” (McNally & Harvey, 2001, p. 114).

In each CTSO, the national organization helps provide a unified philosophy and structure for each chapter. Generally, written guides for advisors, student handbooks, and promotional materials are also provided by the national organization. The organization may also sponsor leadership development conferences, contests, and/or awards programs. The organizations are non-profit and are primarily supported by dues, which are paid by the student to the local chapter, and then forwarded to the state and national associations. Additional support comes from foundations, and from business and industry. A third possible source of funds is the federal government, since activities of CTSOs have been continually identified as eligible for funding through the Carl Perkins Act.

Students operate local chapters of these organizations. Officers are elected and members determine projects and activities that the chapter will undertake. This is done with the support and guidance of a faculty advisor. The overall program of activities

determines the funds needed, and fund raising activities are planned accordingly. Each chapter is self-defining and self-supporting within the guidelines set by the national organization.

CTSOs are operated in a very structured and professional manner. New members go through an orientation process, during which time is spent explaining the purposes and objectives of the organization. Students must be aware that they are members of a national organization with state, regional, and local divisions. The theory behind the orientation is that an informed member is a good member. The election of officers is considered to be extremely important and students are encouraged to seek office. Parliamentary procedures are used, which helps to improve students' communication and decision-making skills. Fund raising projects are often done in order to meet financial obligations of the chapter. Promotional activities are performed in order to ensure continued success of the chapter. Civic, service, and social activities are a big part of being a CTSO member. Other professional activities may include such things as: local chapter meetings, leadership activities, banquets, award ceremonies, and more (Sanders, 1989). The CTSO activities benefit the student by modeling professional organization and by allowing students to apply what they learn by participating in the activities.

Many positive outcomes of participating in CTSOs are related to the development of job skills. By interacting with others, each individual has an opportunity to become acquainted and work with people in a variety of situations. Student organizations also allow students to pursue projects outside of the classroom.

Other local activities of CTSOs include fund raising and community service projects. Students also spend time preparing for competitive events. CTSOs often have

competition at the local, state, and national levels. Those students who win at state competition are able to compete at the national level. This competition allows students to find out how their skills compare with other students throughout the country (Sanders, 1989).

### History of DECA

DECA is one of the nation's strongest, largest CTSOs (Aderhold, 2001). A co-curricular organization structured to serve as an integral part of the marketing instructional program; this student organization operates at the local, state, and national levels.

The history of the organization can be traced back to the early 1930's when it became more apparent that there was a need for trained, experienced, and reliable sales personnel. Eventually, the Congress of the United States also came to recognize the critical need for marketing and distributive training in education. Congress passed the George-Deen Act of 1936, which was the first legislative recognition of distributive education specifically (Berns, 1996).

The mission of DECA, Inc. is to enhance the co-curricular education of students with interests in marketing, management, and entrepreneurship. DECA helps students develop skills and competence for marketing careers, build self-esteem, experience leadership, and practice community service. In addition, DECA is committed to the advocacy of marketing education and the growth of business and education partnerships (National DECA website, 2002).

The objectives of DECA for students' development have withstood the test of time and are very current in the new millennium (Leventhal, 2002). They include

marketing understanding, civic consciousness, social intelligence, and leadership development. DECA members know these pillars as the four points of the DECA diamond. These four basic ideas are what DECA chapters should strive to achieve with the marketing education curriculum.

#### History of DECA's competitive events program

During the period of growth of a grass roots effort of DECA chapters, many states as well as individual communities developed these chapters to fill their specific educational and economic needs. Over time, the members and advisors from these chapters, along with the state departments of education, formed more encompassing state organizations.

DECA's first national conference was held in Memphis, Tennessee in 1947. "More than 100 students and sponsors, representing 22 states, participated in the three-day conference" (Berns, 1996, p. 7). Eventually these conferences grew larger, and more delegates meant more opportunity to demonstrate their skills and experiences in an organized setting. This process led to the creation of the competitive events program.

DECA continually sought to improve the competitive events program. Many contests came and went, as the organization was going through some trial and evaluation. During the 1950's some of the events offered were: public speaking, scrapbook, merchandise manuals, job application, window display, sales demonstration, ad layout and copywriting, essay, textile demonstration, and public relations manual (Berns, 1996).

These events changed over time because the areas of CTE as a whole were changing. The economic and educational community felt it was necessary for DECA and marketing education to evolve along with the business world. Contests and events are

continually being added and modified, even up through today's International Career Development Conference.

These Career Development Conferences are the showcase for marketing education students. At the local, area, state, and national levels, DECA Career Development Conferences exemplify our private enterprise system in action. These conferences encourage free enterprise and economic awareness through individual and team projects, all while working with successful business leaders and gaining practical experiences in business (Nebraska DECA website, 2002).

Students often discover that their experiences in DECA made participation in their chosen field easier and often gave them an edge on their competition (Hill, 1990). Successful completion of DECA projects gives students a sense of achievement. Students gain confidence by participating in DECA activities and competition. This is reflected in that many former DECA members own their own businesses, and many hold high-level management positions. Competing at state and national conferences offers them a chance to get to network with entrepreneurs and business leaders. This provides the students with important contacts that often lead to jobs (Hill, 1990).

Chapter 3 will describe the specific research methodology used to conduct this study.

## CHAPTER THREE

### **Methodology**

#### Introduction

This chapter will include information about how the sample was selected, a description of the sample, and the instruments that were used. In addition, data collection and data analysis procedures will be given. The chapter will conclude with the methodological limitations.

#### Subject selection and description

The subjects of this study were twelve DECA advisors from three state associations. Colorado, Nebraska, and Wisconsin each provided four advisors to participate in the study. These states were identified as leaders in competitive event success through discussion with several leaders in the field. The researcher contacted the DECA state advisor in each respective state by e-mail to ask permission to conduct the study. The state advisor, per the researcher's request, chose four advisors whose program had performed well in competitions at the district, state, and national levels. For the purpose of this study, success in competition has been defined as the number of students from each chapter that received any type of recognition on stage at the district, state, and national levels of competition.

The twelve DECA chapter advisors were then contacted by phone to complete the 10-minute survey. A copy of the survey is located in Appendix A. These chapters provided a representative sample from each state of excellence at the local, state, and national levels.

### Instrumentation

The survey portion of the study was designed to be conducted via the telephone. The survey included 13 questions of various types. The types of questions found in the survey were dichotomous, multiple choice, open-ended, Likert scale, and ranking. The survey also included a section for comments.

The items were constructed using several previous research instruments (Nolander, 1991; Young, 1994). Since none of the previously used instruments met the specific needs for this study, an original survey was designed. The researcher designed the survey by first referring to the research objectives and then creating questions to match each of them. To assure the reliability of the survey instrument, a pilot test of the survey was conducted with a DECA advisor who was not a member of the sample. In addition, Christine Ness, a research technician at the University of Wisconsin-Stout assisted in the creation of the survey.

A copy of the finalized survey is located in Appendix A.

### Data Collection

Permission was sought from the state DECA Advisors in Colorado, Nebraska, and Wisconsin to participate in the survey. This occurred during the spring semester of 2003. Once permission was granted, a list of local chapter advisors was obtained from the three state advisors, to determine who would best meet the criteria for the study. An initial phone call was made to determine each advisor's availability. Either the advisors took the survey during the initial call, or a number was left for them to return a phone call. This process was repeated until four selected chapters from each state had responded to the survey.

### Data analysis

Assistance in the data analysis was provided by Christine Ness in the Information and Operations Systems department at the University of Wisconsin – Stout. The data was analyzed using a computerized statistics package called SPSS-X for the PC. Data is ordinal in nature; therefore, all appropriate descriptive statistics were utilized. In addition, cross-tabulations were done to compare the factors for successful competition and the number of members recognized on stage at the state conference. Another cross-tabulation was done to compare the number of years as a DECA Advisor and which study techniques those advisors used. Also, all open-ended responses were tabulated by the researcher and categorized into appropriate headings.

### Limitations

Only twelve chapters participated in this study, therefore any results should be interpreted cautiously to infer to other schools of similar size. Another limitation is that the study only included chapters located in Wisconsin, Colorado, and Nebraska. These chapters were chosen by each state advisor and not by a random or ordinal sample method. The study was also limited by the size of the sample. Due to timeliness the researcher was only able to contact a small percentage of schools from each state association. Finally, by contacting each advisor by phone, respondents had to limit their open-ended responses due to time constraints.

Chapter 4 will report the findings of the research project.

## CHAPTER FOUR

### Results

#### Introduction

This chapter will include information about the findings of the study. The information will be arranged by first addressing each objective, then each survey question, then a table to report the findings. In addition, the completed survey for reference can be found in Appendix A.

#### Findings

##### Objective One

The first objective of the study was to determine demographic information of the participants (i.e., name, school, size of chapter, amount of time teaching). Questions number 1-5, as well as classification data at the top of the survey addressed this objective.

Of the twelve total respondents, nine were male and three were female (Table 4.1).

Table 4.1 – Gender of respondent

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	9	75.0	75.0	75.0
Female	3	25.0	25.0	100.0
Total	12	100.0	100.0	

Each state provided four advisors to respond to the survey (Table 4.2).

Table 4.2 – Name of state where teacher was contacted

	Frequency	Percent	Valid Percent	Cumulative Percent
Colorado	4	33.3	33.3	33.3
Nebraska	4	33.3	33.3	66.7
Wisconsin	4	33.3	33.3	100.0
Total	12	100.0	100.0	

Of the twelve total respondents, 50 percent of them have been teaching marketing education for 16 years or longer (Table 4.3). The specific survey question that addressed this table was: Which of the following broad categories best describes your years teaching marketing education?

Table 4.3 – Total number of years teaching marketing education

	Frequency	Percent	Valid Percent	Cumulative Percent
04-07 years	3	25.0	25.0	25.0
08-11 years	1	8.3	8.3	33.3
12-15 years	2	16.7	16.7	50.0
16 years or longer	6	50.0	50.0	100.0
Total	12	100.0	100.0	

Fifty percent of the twelve total respondents have been serving as a DECA advisor for 16 years or longer (Table 4.4). The specific survey question that addressed this table was: Which of the following broad categories best describes your years serving as a DECA advisor?

Table 4.4 – Total number of years as a DECA Advisor

	Frequency	Percent	Valid Percent	Cumulative Percent
04-07 years	3	25.0	25.0	25.0
08-11 years	1	8.3	8.3	33.3
12-15 years	2	16.7	16.7	50.0
16 years or longer	6	50.0	50.0	100.0
Total	12	100.0	100.0	

Of the twelve total respondents, four of them have been teaching at their current high school for 7 years or less (Table 4.5). The specific survey question that addressed this table was: Which of the following broad categories best describes the number of years that you have been teaching at your current school?

Table 4.5 – Total number of years teaching at current high school

	Frequency	Percent	Valid Percent	Cumulative Percent
04-07 years	4	33.3	33.3	33.3
12-15 years	2	16.7	16.7	50.0
16 years or longer	6	50.0	50.0	100.0
Total	12	100.0	100.0	

Of the twelve total respondents, half of them teach in a school with a total enrollment of 1500 students or less (Table 4.6). The specific survey question that addressed this table was: Which of the following broad categories best describes enrollment of your high school?

Table 4.6 – Total number of students enrolled at your high school

	Frequency	Percent	Valid Percent	Cumulative Percent
0501-1000 students	4	33.3	33.3	33.3
1001-1500 students	2	16.7	16.7	50.0
1501-2000 students	4	33.3	33.3	83.3
2001 students/more	2	16.7	16.7	100.0
Total	12	100.0	100.0	

Of the twelve total respondents, half of them teach in a school with a total enrollment of 1500 students or less (Table 4.7). The specific survey question that addressed this table was: Which of the following broad categories best describes the number of paid DECA members in your chapter?

Table 4.7 – Total number of paid DECA members in your chapter

	Frequency	Percent	Valid Percent	Cumulative Percent
061-090 members	1	8.3	8.3	8.3
091-120 members	1	8.3	8.3	16.7
121-150 members	3	25.0	25.0	41.7
151 members or more	7	58.3	58.3	100.0
Total	12	100.0	100.0	

The average amount of time the respondents had been teaching marketing education, serving as a DECA advisor, and teaching at their current high school was over 16 years (Table 4.8). The median number of paid DECA members in each of the 12 respondents chapters was over 155 (Table 4.8).

Table 4.8 – Demographic data: Overall

	Total years teaching marketing education	Total years as a DECA Advisor	Total years at current high school	Total number of paid DECA members in your chapter
Valid responses	12	12	12	12
Missing	0	0	0	0
Mean	16.83	16.75	16.58	163.50
Median	14.50	14.50	15.00	155.50
Standard Deviation	10.23	10.31	10.86	51.99

## Objective Two

The second objective of the study was to determine which DECA chapters in Wisconsin, Nebraska, and Colorado has the highest percentage of award winners in DECA.

Of the twelve total respondents, two-thirds of them had 35 members or less receive recognition on stage at a District CDC (Table 4.9). The specific survey question that addressed this table was: Which of the following broad categories best describes the

number of DECA members that received recognition on stage at district competition this school year?

Table 4.9 – Total number of members who received any recognition at Districts

	Frequency	Percent	Valid Percent	Cumulative Percent
11-15 members	1	8.3	8.3	8.3
16-20 members	2	16.7	16.7	25.0
21-25 members	1	8.3	8.3	33.3
31-35 members	4	33.3	33.3	66.7
36-40 members	2	16.7	16.7	83.3
41 members or more	2	16.7	16.7	100.0
Total	12	100.0	100.0	

Of the twelve total respondents, three had 41 members or more receive recognition on stage at a State CDC (Table 4.10). The specific survey question that addressed this table was: Which of the following broad categories best describes the number of DECA members that received recognition on stage at state competition this school year?

Table 4.10 – Total number of members who received any recognition at State

	Frequency	Percent	Valid Percent	Cumulative Percent
06-10 members	1	8.3	8.3	8.3
11-15 members	1	8.3	8.3	16.7
16-20 members	2	16.7	16.7	33.3
21-25 members	3	25.0	25.0	58.3
26-30 members	1	8.3	8.3	66.7
36-40 members	1	8.3	8.3	75.0
41 members or more	3	25.0	25.0	100.0
Total	12	100.0	100.0	

Of the twelve total respondents, 75 percent had 4 members or less receive recognition on stage at National CDC (Table 4.11). The specific survey question that addressed this table was: Which of the following broad categories best describes the

number of DECA members that received recognition on stage at the National competition last school year?

Table 4.11 – Total number of members who received any recognition at Nationals

	Frequency	Percent	Valid Percent	Cumulative Percent
01-02 members	3	25.0	25.0	25.0
03-04 members	6	50.0	50.0	75.0
15 members or more	3	25.0	25.0	100.0
Total	12	100.0	100.0	

The average for student recognition on state at districts was over 34, for state it was 28, and for nationals it was over six (Table 4.12). The median number of students who received recognition on stage at the National CDC was 3.5 (Table 4.12).

Table 4.12 – Members who received recognition on stage: Overall

	Districts	State	Nationals
Valid responses	12	11	12
Missing	0	1	0
Mean	34.09	28.33	6.17
Median	34.00	25.00	3.50
Standard Deviation	17.23	13.77	6.45

### Objective Three

The third objective of the study was to identify twelve DECA chapters from Wisconsin, Nebraska, and Colorado that have traditionally been very strong at the national level as a representative sample. This objective was accomplished in email correspondence with the state advisors. Documentation of this correspondence can be found in Appendix B.

### Objectives Four, Five, and Six

The fourth objective of the study was to determine what methods and activities those chapter advisors use to prepare students for competition at the district level. In

addition, the fifth and sixth objective were trying to determine what methods and activities are used to prepare students for the state and national levels of competition.

Of the twelve total respondents, 33 percent indicated that they did not devote any class time at all to discussing DECA events (Table 4.13). The specific survey question that addressed this table was: Of the following study techniques indicate whether you use them before the district, state, and national levels of competition.

Table 4.13 – Study technique: Devote class time to discussing DECA events

	Frequency	Percent	Valid Percent	Cumulative Percent
Only before districts	2	16.7	25.0	25.0
Before districts and state	4	33.3	50.0	75.0
Before districts, state, and nationals	2	16.7	25.0	100.0
Not at all	4	33.3	0	
Total	12	100.0	100.0	

Of the twelve total respondents, 50 percent indicated that they did not devote any class time at all to practicing DECA events (Table 4.14). The specific survey question that addressed this table was: Of the following study techniques indicate whether you use them before the district, state, and national levels of competition.

Table 4.14 – Study technique: Devote class time to practicing DECA events

	Frequency	Percent	Valid Percent	Cumulative Percent
Only before districts	3	25.0	50.0	50.0
Only before state	1	8.3	16.7	66.7
Before districts and state	1	8.3	16.7	83.3
Before districts, state, and nationals	1	8.3	16.7	100.0
Not at all	6	50.0	0	
Total	12	100.0	100.0	

Of the twelve total respondents, eight indicated that they did not hold any before school study sessions (Table 4.15). The specific survey question that addressed this table was: Of the following study techniques indicate whether you use them before the district, state, and national levels of competition.

Table 4.15 – Study technique: Having before school study sessions

	Frequency	Percent	Valid Percent	Cumulative Percent
Before state and nationals only	1	8.3	25.0	25.0
Before districts, state, and nationals	3	25.0	75.0	100.0
Not at all	8	66.7	0	
Total	12	100.0	100.0	

Of the twelve total respondents, five indicated that they held after school study sessions before each level of competition (Table 4.16). The specific survey question that addressed this table was: Of the following study techniques indicate whether you use them before the district, state, and national levels of competition.

Table 4.16 – Study technique: Having after school study sessions

	Frequency	Percent	Valid Percent	Cumulative Percent
Only before districts	1	8.3	16.7	16.7
Before districts, state, and nationals	5	41.7	83.3	100.0
Not at all	6	50.0	0	
Total	12	100.0	100.0	

Of the twelve total respondents, 33.3 percent indicated that did not hold any night time study sessions (Table 4.17). The specific survey question that addressed this table was: Of the following study techniques indicate whether you use them before the district, state, and national levels of competition.

Table 4.17 – Study technique: Having night time study sessions

	Frequency	Percent	Valid Percent	Cumulative Percent
Only before districts	1	8.3	12.5	12.5
Before districts and state	1	8.3	12.5	25.0
Before state and nationals	3	25.0	37.5	62.5
Before districts, state, and nationals	3	25.0	37.5	100.0
Not at all	4	33.3	0	
Total	12	100.0	100.0	

Of the twelve total respondents, 58.3 percent indicated that did not hold any weekend study sessions (Table 4.18). The specific survey question that addressed this table was: Of the following study techniques indicate whether you use them before the district, state, and national levels of competition.

Table 4.18 – Study technique: Having weekend study sessions

	Frequency	Percent	Valid Percent	Cumulative Percent
Only before state	1	8.3	20.0	20.0
Before state and nationals	3	25.0	60.0	80.0
Before districts, state, and nationals	1	8.3	20.0	100.0
Not at all	7	58.3	0	
Total	12	100.0	100.0	

Ten of the twelve respondents indicated that they had students take sample DECA written exams before each level of competition (Table 4.19). The specific survey question that addressed this table was: Of the following study techniques indicate whether you use them before the district, state, and national levels of competition.

Table 4.19 – Study technique: Taking sample DECA written exams

	Frequency	Percent	Valid Percent	Cumulative Percent
Only before districts	1	8.3	8.3	8.3
Before state and nationals	1	8.3	8.3	16.7
Before districts, state, and nationals	10	83.3	83.3	100.0
Not at all	0	0	0	
Total	12	100.0	100.0	

Of the twelve total respondents, 66.7 percent indicated that they had students practice sample role-play situations before each level of competition (Table 4.20). The specific survey question that addressed this table was: Of the following study techniques indicate whether you use them before the district, state, and national levels of competition.

Table 4.20 – Study technique: Practicing sample role-play situations

	Frequency	Percent	Valid Percent	Cumulative Percent
Only before districts	3	25.0	27.3	27.3
Before districts, state, and nationals	8	66.7	72.7	100.0
Not at all	1	8.3	0	
Total	12	100.0	100.0	

Of the twelve total respondents, only two indicated that they did not have students participate in a competition simulation before any level of competition (Table 4.21). The specific survey question that addressed this table was: Of the following study techniques indicate whether you use them before the district, state, and national levels of competition.

Table 4.21 – Study technique: Simulating a competition

	Frequency	Percent	Valid Percent	Cumulative Percent
Only before districts	5	41.7	50.0	50.0
Only before nationals	1	8.3	10.0	60.0
Before districts and state	2	16.7	20.0	80.0
Before state and nationals	1	8.3	10.0	90.0
Before districts, state, and nationals	1	8.3	10.0	100.0
Not at all	2	16.7	0	
Total	12	100.0	100.0	

Ten of the twelve total respondents indicated that they involved program alumni and/or business partners before some level of competition (Table 4.22). The specific survey question that addressed this table was: Of the following study techniques indicate whether you use them before the district, state, and national levels of competition.

Table 4.22 – Study technique: Involving program alumni / business partners

	Frequency	Percent	Valid Percent	Cumulative Percent
Only before districts	1	8.3	10.0	10.0
Only before state	1	8.3	10.0	20.0
Only before nationals	1	8.3	10.0	30.0
Before districts and state	4	33.3	40.0	70.0
Before state and nationals	1	8.3	10.0	80.0
Before districts, state, and nationals	2	16.7	20.0	100.0
Not at all	2	16.7	0	
Total	12	100.0	100.0	

### Objective Seven

The seventh objective of the study was to identify the participant's general instructional tools that are used to construct the marketing curriculum. Question number 13 addressed this objective.

Of the twelve total respondents, 91.7 percent indicated that they would be likely to use marketing textbooks in their curriculum (Table 4.23). The specific survey question that addressed this table was: A DECA Advisor has a variety of materials at their disposal when creating curriculum. I am going to read a list of sources, please indicate whether you would be likely or unlikely to use these items when creating marketing curriculum.

Table 4.23 – Curriculum sources: Textbooks

	Frequency	Percent	Valid Percent	Cumulative Percent
Likely	11	91.7	91.7	91.7
Unlikely	1	8.3	8.3	100.0
Total	12	100.0	100.0	

Of the twelve total respondents, 58.3 percent indicated that they would be likely to use the state curriculum framework for marketing education (Table 4.24). The specific survey question that addressed this table was: A DECA Advisor has a variety of materials at their disposal when creating curriculum. I am going to read a list of sources, please indicate whether you would be likely or unlikely to use these items when creating marketing curriculum.

Table 4.24 – Curriculum sources: State curriculum framework

	Frequency	Percent	Valid Percent	Cumulative Percent
Likely	7	58.3	58.3	58.3
Unlikely	4	33.3	33.3	91.7
Do not know	1	8.3	8.3	100.0
Total	12	100.0	100.0	

Of the twelve total respondents, six indicated that they would be unlikely to use the national curriculum framework for marketing education (Table 4.25). The specific survey question that addressed this table was: A DECA Advisor has a variety of materials at their disposal when creating curriculum. I am going to read a list of sources, please indicate whether you would be likely or unlikely to use these items when creating marketing curriculum.

Table 4.25 – Curriculum sources: National curriculum framework

	Frequency	Percent	Valid Percent	Cumulative Percent
Likely	6	50.0	50.0	50.0
Unlikely	6	50.0	50.0	100.0
Total	12	100.0	100.0	

Of the twelve total respondents, seven indicated that they would be likely to use Mark-Ed materials when creating their curriculum (Table 4.26). The specific survey question that addressed this table was: A DECA Advisor has a variety of materials at their disposal when creating curriculum. I am going to read a list of sources, please

indicate whether you would be likely or unlikely to use these items when creating marketing curriculum.

Table 4.26 – Curriculum sources: Mark-Ed materials

	Frequency	Percent	Valid Percent	Cumulative Percent
Likely	7	58.3	58.3	58.3
Unlikely	5	41.7	41.7	100.0
Total	12	100.0	100.0	

Of the twelve total respondents, 66.7 percent indicated that they would be unlikely to use LAP's (a specific Mark-Ed resource) when creating their curriculum (Table 4.27). The specific survey question that addressed this table was: A DECA Advisor has a variety of materials at their disposal when creating curriculum. I am going to read a list of sources, please indicate whether you would be likely or unlikely to use these items when creating marketing curriculum.

Table 4.27 – Curriculum sources: LAP's (a specific Mark-Ed resource)

	Frequency	Percent	Valid Percent	Cumulative Percent
Likely	4	33.3	33.3	33.3
Unlikely	8	66.7	66.7	100.0
Total	12	100.0	100.0	

Of the twelve total respondents, 88.3 percent indicated that they would be likely to use DECA Images products when creating their curriculum (Table 4.28). The specific survey question that addressed this table was: A DECA Advisor has a variety of materials at their disposal when creating curriculum. I am going to read a list of sources, please indicate whether you would be likely or unlikely to use these items when creating marketing curriculum.

Table 4.28 – Curriculum sources: DECA Images products

	Frequency	Percent	Valid Percent	Cumulative Percent
Likely	10	83.3	83.3	83.3
Unlikely	2	16.7	16.7	100.0
Total	12	100.0	100.0	

Of the twelve total respondents, nine indicated that they would be likely to use sample case studies when creating their curriculum (Table 4.29). The specific survey question that addressed this table was: A DECA Advisor has a variety of materials at their disposal when creating curriculum. I am going to read a list of sources, please indicate whether you would be likely or unlikely to use these items when creating marketing curriculum.

Table 4.29 – Curriculum sources: Sample case studies

	Frequency	Percent	Valid Percent	Cumulative Percent
Likely	9	75.0	75.0	75.0
Unlikely	3	25.0	25.0	100.0
Total	12	100.0	100.0	

Of the twelve total respondents, ten indicated that they would be likely to use current event articles when creating their curriculum (Table 4.30). The specific survey question that addressed this table was: A DECA Advisor has a variety of materials at their disposal when creating curriculum. I am going to read a list of sources, please indicate whether you would be likely or unlikely to use these items when creating marketing curriculum.

Table 4.30 – Curriculum sources: Current event articles

	Frequency	Percent	Valid Percent	Cumulative Percent
Likely	10	83.3	83.3	83.3
Unlikely	2	16.7	16.7	100.0
Total	12	100.0	100.0	

Of the twelve total respondents, 100 percent indicated that they would be likely to use sample DECA written exams when creating their curriculum (Table 4.31). The specific survey question that addressed this table was: A DECA Advisor has a variety of materials at their disposal when creating curriculum. I am going to read a list of sources, please indicate whether you would be likely or unlikely to use these items when creating marketing curriculum.

Table 4.31 – Curriculum sources: Sample DECA written exams

	Frequency	Percent	Valid Percent	Cumulative Percent
Likely	12	100.0	100.0	100.0
Unlikely	0	0	0	100.0
Total	12	100.0	100.0	

Of the twelve total respondents, 91.7 percent indicated that they would be likely to use industry provided materials when creating their curriculum (Table 4.32). The specific survey question that addressed this table was: A DECA Advisor has a variety of materials at their disposal when creating curriculum. I am going to read a list of sources, please indicate whether you would be likely or unlikely to use these items when creating marketing curriculum.

Table 4.32 – Curriculum sources: Industry provided materials

	Frequency	Percent	Valid Percent	Cumulative Percent
Likely	11	91.7	91.7	91.7
Unlikely	1	8.3	8.3	100.0
Total	12	100.0	100.0	

Of the twelve total respondents, 83.3 percent indicated that they would be unlikely to use a community college or university marketing program as a resource when creating their curriculum (Table 4.33). The specific survey question that addressed this table was: A DECA Advisor has a variety of materials at their disposal when creating

curriculum. I am going to read a list of sources, please indicate whether you would be likely or unlikely to use these items when creating marketing curriculum.

Table 4.33 – Curriculum sources: Community college or university marketing program

	Frequency	Percent	Valid Percent	Cumulative Percent
Likely	2	16.7	16.7	16.7
Unlikely	10	83.3	83.3	100.0
Total	12	100.0	100.0	

### Objective Eight

The eighth objective of this study was to determine which teaching techniques influence DECA members to participate in the competitive event programs at the district, state, and national levels. Question number 11 addressed this objective.

Of the twelve total respondents, only 16.7 percent indicated that devoting class time to discussing DECA events would have no influence on their students (Table 4.34). The specific survey question that addressed this table was: Of the following study techniques indicate whether they would have a great influence, a moderate influence, or no influence at all in your students success in DECA competitions.

Table 4.34 – Study technique: Devote class time to discussing DECA events

	Frequency	Percent	Valid Percent	Cumulative Percent
Great influence	3	25.0	25.0	25.0
Moderate influence	7	58.3	58.3	83.3
No influence	2	16.7	16.7	100.0
Total	12	100.0	100.0	

Of the twelve total respondents, five indicated that devoting class time to practicing DECA events would have no influence on their students (Table 4.35). The specific survey question that addressed this table was: Of the following study techniques

indicate whether they would have a great influence, a moderate influence, or no influence at all in your students success in DECA competitions.

Table 4.35 – Study technique: Devote class time to practicing DECA events

	Frequency	Percent	Valid Percent	Cumulative Percent
Great influence	3	25.0	25.0	25.0
Moderate influence	4	33.3	33.3	58.3
No influence	5	41.7	41.7	100.0
Total	12	100.0	100.0	

Of the twelve total respondents, 33.3 percent indicated that having before school study sessions would have a moderate influence on their students (Table 4.36). The specific survey question that addressed this table was: Of the following study techniques indicate whether they would have a great influence, a moderate influence, or no influence at all in your students success in DECA competitions.

Table 4.36 – Study technique: Having before school study sessions

	Frequency	Percent	Valid Percent	Cumulative Percent
Great influence	4	33.3	33.3	33.3
Moderate influence	4	33.3	33.3	66.7
No influence	4	33.3	33.3	100.0
Total	12	100.0	100.0	

Of the twelve total respondents, 50 percent indicated that having after school study sessions would have a great influence on their students (Table 4.37). The specific survey question that addressed this table was: Of the following study techniques indicate whether they would have a great influence, a moderate influence, or no influence at all in your students success in DECA competitions.

Table 4.37 – Study technique: Having after school study sessions

	Frequency	Percent	Valid Percent	Cumulative Percent
Great influence	6	50.0	50.0	50.0
Moderate influence	4	33.3	33.3	83.3
No influence	2	16.7	16.7	100.0
Total	12	100.0	100.0	

Of the twelve total respondents, 33.3 percent indicated that having night time study sessions would have a moderate influence on their students (Table 4.38). The specific survey question that addressed this table was: Of the following study techniques indicate whether they would have a great influence, a moderate influence, or no influence at all in your students success in DECA competitions.

Table 4.38 – Study technique: Having night time study sessions

	Frequency	Percent	Valid Percent	Cumulative Percent
Great influence	4	33.3	33.3	33.3
Moderate influence	4	33.3	33.3	66.7
No influence	4	33.3	33.3	100.0
Total	12	100.0	100.0	

Of the twelve total respondents, 50 percent indicated that having weekend study sessions would have no influence on their students (Table 4.39). The specific survey question that addressed this table was: Of the following study techniques indicate whether they would have a great influence, a moderate influence, or no influence at all in your students success in DECA competitions.

Table 4.39 – Study technique: Having weekend study sessions

	Frequency	Percent	Valid Percent	Cumulative Percent
Great influence	3	25.0	25.0	25.0
Moderate influence	3	25.0	25.0	50.0
No influence	6	50.0	50.0	100.0
Total	12	100.0	100.0	

Of the twelve total respondents, none of them indicated that having students take sample DECA written exams would have no influence on their students (Table 4.40).

The specific survey question that addressed this table was: Of the following study techniques indicate whether they would have a great influence, a moderate influence, or no influence at all in your students success in DECA competitions.

Table 4.40 – Study technique: Taking sample DECA written exams

	Frequency	Percent	Valid Percent	Cumulative Percent
Great influence	6	50.0	50.0	50.0
Moderate influence	6	50.0	50.0	100.0
No influence	0	0	0	100.0
Total	12	100.0	100.0	

Of the twelve total respondents, 66.7 percent indicated that having practice sample role-play situations would have a great influence on their students (Table 4.41).

The specific survey question that addressed this table was: Of the following study techniques indicate whether they would have a great influence, a moderate influence, or no influence at all in your students success in DECA competitions.

Table 4.41 – Study technique: Practicing sample role-play situations

	Frequency	Percent	Valid Percent	Cumulative Percent
Great influence	8	66.7	66.7	66.7
Moderate influence	3	25.0	25.0	91.7
No influence	1	8.3	8.3	100.0
Total	12	100.0	100.0	

Of the twelve total respondents, 75 percent indicated that simulating a competition would have a great influence on their students (Table 4.42). The specific survey question that addressed this table was: Of the following study techniques indicate

whether they would have a great influence, a moderate influence, or no influence at all in your students success in DECA competitions.

Table 4.42 – Study technique: Simulating a competition

	Frequency	Percent	Valid Percent	Cumulative Percent
Great influence	9	75.0	75.0	75.0
Moderate influence	2	16.7	16.7	91.7
No influence	1	8.3	8.3	100.0
Total	12	100.0	100.0	

Of the twelve total respondents, 83.3 percent indicated that involving program alumni and/or business partners would have a great influence on their students (Table 4.43). The specific survey question that addressed this table was: Of the following study techniques indicate whether they would have a great influence, a moderate influence, or no influence at all in your students success in DECA competitions.

Table 4.43 – Study technique: Involving program alumni / business partners

	Frequency	Percent	Valid Percent	Cumulative Percent
Great influence	10	83.3	83.3	83.3
Moderate influence	2	16.7	16.7	100.0
No influence	0	0	0	100.0
Total	12	100.0	100.0	

### Objective Nine

The ninth objective of this study was to identify the importance of classroom instruction, study sessions, and other instructional methods as related to DECA members success in competition. Question number 10 addressed this objective.

Of the twelve total respondents, 83.3 percent indicated that classroom instruction was the number one reason for their students' success in competition (Table 4.44). The specific survey question that addressed this table was: Using the numbers 1, 2, and 3,

with 1 being the most important and 3 being least important, please rank by importance the following factors as related to DECA members success in competition. The three areas I want you to rank are: Classroom instruction, study techniques, and amount of practice time.

Table 4.44 – Rank reason for success: Classroom instruction

	Frequency	Percent	Valid Percent	Cumulative Percent
Ranked 1 <sup>st</sup>	10	83.3	83.3	83.3
Ranked 2 <sup>nd</sup>	1	8.3	8.3	91.7
Ranked 3 <sup>rd</sup>	1	8.3	8.3	100.0
Total	12	100.0	100.0	

Of the twelve total respondents, 75 percent indicated that study techniques were the third ranked reason for their students' success in competition (Table 4.45). The specific survey question that addressed this table was: Using the numbers 1, 2, and 3, with 1 being the most important and 3 being least important, please rank by importance the following factors as related to DECA members success in competition. The three areas I want you to rank are: Classroom instruction, study techniques, and amount of practice time.

Table 4.45 – Rank reason for success: Study techniques

	Frequency	Percent	Valid Percent	Cumulative Percent
Ranked 1 <sup>st</sup>	1	8.3	8.3	8.3
Ranked 2 <sup>nd</sup>	2	16.7	16.7	25.0
Ranked 3 <sup>rd</sup>	9	75.0	75.0	100.0
Total	12	100.0	100.0	

Of the twelve total respondents, 75 percent indicated that amount of practice time was the second ranked reason for their students' success in competition (Table 4.46). The specific survey question that addressed this table was: Using the numbers 1, 2, and 3, with 1 being the most important and 3 being least important, please rank by importance

the following factors as related to DECA members success in competition. The three areas I want you to rank are: Classroom instruction, study techniques, and amount of practice time.

Table 4.46 – Rank reason for success: Amount of practice time

	Frequency	Percent	Valid Percent	Cumulative Percent
Ranked 1 <sup>st</sup>	1	8.3	8.3	8.3
Ranked 2 <sup>nd</sup>	9	75.0	75.0	83.3
Ranked 3 <sup>rd</sup>	2	16.7	16.7	100.0
Total	12	100.0	100.0	

Of the twelve total respondents, the average rank of classroom instruction was 1.25 (Table 4.47). The specific survey question that addressed this table was: Using the numbers 1, 2, and 3, with 1 being the most important and 3 being least important, please rank by importance the following factors as related to DECA members success in competition. The three areas I want you to rank are: Classroom instruction, study techniques, and amount of practice time.

Table 4.47 – Rank reason for success: Overall

	Classroom instruction	Study techniques	Amount of practice time
Valid responses	12	12	12
Mean (average ranks)	1.25	2.67	2.08
Standard deviation	.62	.65	.51

### Objective Ten

The tenth objective in this study was to determine the primary reason that DECA members have success in competition. This objective was addressed with question number 9.

Of the twelve total respondents, six indicated a primary reason for success that fit into the categories listed in the survey. The most common response was time investment of the student, with 3 total responses (Table 4.48). The specific survey question that

addressed this table was: What is the primary reason that your DECA members have success in all levels of competition?

Table 4.48 – Primary reason DECA members have success

	Frequency	Percent	Valid Percent	Cumulative Percent
Strength of curriculum	2	16.7	33.3	33.3
Time investment of student	3	25.0	50.0	93.3
Time investment of advisor	1	8.3	16.7	100.0
Total	6	50.0		
Other	6	50.0		

The complete list of open-ended responses for question number 9 is as follows:

- ◆ Motivated students
- ◆ Students have soft skills – they can adapt to role-plays and judges
- ◆ Performance based tests created by instructor in the classroom – authentic assessment and delivery of curriculum
- ◆ Work on projects in and outside of classroom – time investment of the student
- ◆ Dedicated students – they buy into the process and the benefits involved
- ◆ Good students
- ◆ Teachers – time investment, experience and dedication
- ◆ Good students – smart and talented kids
- ◆ Strength of curriculum
- ◆ Written projects – student time investment
- ◆ Advisor experience
- ◆ Hard work by the students

Chapter 5 will present a summary of the study, the conclusions based upon the results of the study, and recommendations for further research.

## CHAPTER FIVE

### **Conclusions and Recommendations**

#### Introduction

This chapter will be divided into three distinct sections: (1) a summary of the study; (2) conclusions based upon the results of the study; and (3) recommendations for further study.

#### Summary

This section will address several elements as related to this study. Included in this section will be a restatement of the problem and a review of the methods and procedures used to gather the information found in this study.

#### Restatement of the Problem

There is no current research available to demonstrate why some high school DECA programs have a greater percentage of award winners at these competency-based competitive events than other high schools. The skills and traits necessary for successful performance at the local, state, and national levels have not been identified.

#### Methods and Procedures

The method used for gathering the information found in this study was a researcher created phone survey. The researcher contacted the state advisors of Colorado, Nebraska, and Wisconsin. These states were selected for their continued excellence in competition at DECA's International Career Development Conference. For the purposes of this study, excellence has been defined as receiving any recognition on stage. These state advisors selected four chapters to participate in the study.

A 15-minute phone interview was then conducted with each chapter advisor to gather information to meet the objectives of the study. The survey consisted of 13 questions that included demographic information, DECA competition numbers, and techniques used to prepare students.

Simple statistics were used to analyze the results of the survey. The simple statistics used were frequency counts, percentages, means, medians, and standard deviations.

### Conclusions

The DECA Advisors who participated in this study clearly indicated the many benefits for students in preparing them for DECA's competitive events program.

A few basic conclusions from the findings follow. The ratio between male and female advisors was not a factor when considering the results of the data. Even though 75 percent of the respondents were male, several chapters had multiple teacher programs that had advisors of both genders. In addition, there was no discernable difference in the study when comparing state to state. The results were taken on a whole, and not evaluated for specific trends in Wisconsin, Colorado, or Nebraska.

The following were a few important findings from the respondents' answers to the demographic questions about themselves, their schools, and their DECA chapters. The average amount of experience for the respondents for teaching marketing education, serving as a DECA advisor, and teaching at their current high school was over 16 years. It can be concluded that these advisors have practiced their methods for many years, and that consistency has been a factor in their success, as almost all of these respondents have only worked at one high school.

In addition, the average size of the DECA chapter membership for the sample was 163.5 members. This number seems relatively high when considering that one-third of the respondents had a total school population of fewer than 1000 students. It is important to note that these membership numbers may fluctuate from year to year, but these successful chapters clearly have a large percentage of their school population joining the DECA organization every year.

By defining success in competition as receiving recognition on stage at districts, state, and national events, the respondents had a varied response to the amount of students from their chapter to receive recognition. When cross-tabulation was done between student success at the state level and the reasons that advisors ranked for that success, it was determined that classroom instruction was a primary factor. Sixty percent of advisors who indicated that the number one reason for student success in competition was classroom instruction had over 16 members receive recognition on stage at state. This indicates that the first thing advisors should be aware of when preparing students for competition is that what goes on during marketing classroom instruction has an impact on student success.

The respondents had some common techniques that were used to prepare their students for competition. Having students take sample DECA written tests was acknowledged by 100 percent of the respondents as a technique they use. Some other interesting common traits were: 91.7 percent of respondents had students practice sample role-plays, 83.3 percent of respondents simulated a DECA competition in some form, and 83.3 percent of the respondents involved program alumni and/or business partners when preparing students for competition.

However, the results were varied when considering delivery of practice time to students. Only half of the respondents indicated that they practice DECA events in the classroom. While two-thirds of the respondents held night time study sessions above and beyond classroom preparation. Each respondent had a different set of circumstances that affected their offering of before school, after school, or weekend study sessions. Fifty percent or less of the respondents offered these times to students for preparation of DECA competitive events.

The three most common preparation techniques were having students take sample written tests, practicing role-play situations, and involving program alumni and/or business partners. The key when examining these results are found when noticing that 83.3 percent of the respondents make students take practice written tests before districts, state, and nationals. In addition, 72.7 percent of the respondents had students practice sample role-play situations before all three levels of competition. Advisors use their program alumni and/or business partners at a variety of levels of competition. The most common was before both districts and state with 40 percent of the respondents.

Considering that 83.3 percent of the respondents felt that classroom instruction was the number one factor in their students success in competition, it was important to determine what sources these marketing teachers use to construct their curriculum. The most common responses with over 91 percent of the respondents were marketing textbooks, DECA written exams, and industry provided materials. However, only 33 percent indicated they use the LAP's products from Mark-Ed. Interestingly, approximately 50 percent of the respondents said they were likely to use either the state or national curriculum framework for marketing education.

## Recommendations

The following are recommendations for further research in the area of “helping students achieve success in DECA competitions.”

1. This study indicates that there are a variety of methods and models for success when preparing students for success in DECA competition. A study of all state associations would be helpful in determining how prevalent and similar these different methods would be.
2. This study involved only a small segment of Colorado, Nebraska, and Wisconsin DECA Advisors. A study that involved chapter members within any of these states would seem appropriate. This could focus on the techniques their advisors use in order to prepare them for success in competition.
3. A study of judges at the district, state, and national levels might prove to be beneficial as well. This would allow advisors to gain direction as to what judges are looking for in their student role-plays and project presentations.
4. The DECA competitive event program has both series events and project events. A study could be done to focus specifically on one or both of these types of contests. Preparing students to compete with a written project may be significantly different than for series events.
5. A follow-up study to this one could be conducted in some format every 5-10 years to determine if the methods and results of preparing students for DECA competition have changed and what the reasons for these changes were. This could help to identify trends in marketing education and DECA.

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## APPENDIX A

Interviewer \_\_\_\_\_  WI  CO  NE

Attempted Contact (date & time)

Male  Female      1. \_\_\_ / \_\_\_ / \_\_\_ : \_\_\_ am/pm    2. \_\_\_ / \_\_\_ / \_\_\_ : \_\_\_ am/pm    3. \_\_\_ / \_\_\_ / \_\_\_ : \_\_\_ am/pm

Hello, may I speak with \_\_\_\_\_ . *(If not available)* When would be a good time to call back?  
Date \_\_\_\_\_ Day \_\_\_\_\_ Time \_\_\_\_\_ School \_\_\_\_\_

My name is Phil Huff and I am a graduate student at University of Wisconsin-Stout. I am conducting a study to determine the most effective teaching methods to help students achieve success in DECA competition. This survey has been designed for use in making decisions regarding preparing students for the DECA competitive events program. Your state DECA advisor, who indicated that you have had success in competition at the district, state, and national levels, has identified you.

It is not anticipated that this study will present any medical or social risk to you. The information that is gathered from this survey will be kept strictly confidential and any reports on the findings of this research will not contain your name or any other identifying information. Your participation in this project is completely voluntary. At no time will your valued responses be used on an individual basis. If at any time you wish to stop participating in this research, you may do so, without coercion or prejudice. Just inform me as we proceed.

Questions or concerns about the research study should be addressed to Dr. Carol Mooney, the research advisor, at (715) 232-1444. Questions about the rights of research subjects can be addressed to Sue Foxwell, Human Protections Administrator, UW-Stout Institutional Review Board for the Protection of Human Subjects in Research, 11 Harvey Hall, Menomonie, WI, 54751, phone (715) 232-1126. Would you like to participate in our survey regarding effective teaching strategies for success in DECA competitive events? *(Pause for answer)* The first question is:

**1. Which of the following broad categories best describes your years teaching marketing education?**

*(read these responses-check one only)*

*(do NOT read these responses)*

- |                                   |  |
|-----------------------------------|--|
| <input type="checkbox"/> A. 0-3   | <input type="checkbox"/> F. Do Not Know        |
| <input type="checkbox"/> B. 4-7   | <input type="checkbox"/> H. Refused to Respond |
| <input type="checkbox"/> C. 8-11  |  |
| <input type="checkbox"/> D. 12-15 | <input type="checkbox"/> Exact number _____    |
| <input type="checkbox"/> E. 16+   |  |

**2. Which of the following broad categories best describes your years as a DECA Advisor?**

*(read these responses-check one only)*

*(do NOT read these responses)*

- |                                   |  |
|-----------------------------------|--|
| <input type="checkbox"/> A. 0-3   | <input type="checkbox"/> F. Do Not Know        |
| <input type="checkbox"/> B. 4-7   | <input type="checkbox"/> H. Refused to Respond |
| <input type="checkbox"/> C. 8-11  |  |
| <input type="checkbox"/> D. 12-15 | <input type="checkbox"/> Exact number _____    |
| <input type="checkbox"/> E. 16+   |  |

**3. Which of the following broad categories best describes the number of years that you have been teaching at your current school?**

*(read these responses-check one only)*

*(do NOT read these responses)*

- |                                   |  |
|-----------------------------------|--|
| <input type="checkbox"/> A. 0-3   | <input type="checkbox"/> F. Do Not Know        |
| <input type="checkbox"/> B. 4-7   | <input type="checkbox"/> G. Refused to Respond |
| <input type="checkbox"/> C. 8-11  |  |
| <input type="checkbox"/> D. 12-15 | <input type="checkbox"/> Exact number _____    |
| <input type="checkbox"/> E. 16+   |  |

**4. Which of the following broad categories best describes enrollment of your high school?**

*(read these responses-check one only)*

*(do NOT read these responses)*

- |   |  |
|---|--|
| <input type="checkbox"/> A. 500 and under | <input type="checkbox"/> F. Do Not Know        |
| <input type="checkbox"/> B. 501-1000      | <input type="checkbox"/> G. Refused to Respond |
| <input type="checkbox"/> C. 1001-1500     |  |

- D. 1501-2000
- E. 2000+

5. Which of the following broad categories best describes the number of paid DECA members in your chapter?

*(read these responses-check one only)*

*(do NOT read these responses)*

- A. 10 and under
- B. 11-30
- C. 31-60
- D. 61-90
- E. 91-120
- F. 121-150
- G. 150+
- H. Do Not Know
- I. Refused to Respond
- Exact number \_\_\_\_\_

6. Which of the following broad categories best describes the number of DECA members that received recognition on stage at district competition this school year?

*(read these responses-check one only)*

*(do NOT read these responses)*

- A. 1-5
- B. 6-10
- C. 11-15
- D. 16-20
- E. 21-25
- F. 26-30
- G. 31-35
- H. 36-40
- I. 41+
- J. Do Not Know
- K. Refused to Respond
- L. State does not have District competition
- Exact number \_\_\_\_\_

7. Which of the following broad categories best describes the number of DECA members that received recognition on stage at state competition this school year?

*(read these responses-check one only)*

*(do NOT read these responses)*

- A. 1-5
- B. 6-10
- C. 11-15
- D. 16-20
- E. 21-25
- F. 26-30
- G. 31-35
- H. 36-40
- I. 41+
- J. Do Not Know
- K. Refused to Respond
- Exact number \_\_\_\_\_

8. Which of the following broad categories best describes the number of DECA members that received recognition on stage at the National competition **last** school year?

*(read these responses-check one only)*

*(do NOT read these responses)*

- A. none
- B. 1-2
- C. 3-4
- D. 5-6
- E. 7-8
- F. 9-10
- G. 11-12
- H. 13-14
- I. 15+
- J. Do Not Know
- K. Refused to Respond
- Exact number \_\_\_\_\_

9. What is the **primary reason** that your DECA members have success in all levels of competition? (please answer freely)

---



---

**(do not read these answers- check one only)**

- A. Strength of Curriculum
- B. Study techniques
- C. Luck
- D. Time investment of student (practice)
- E. Time investment of advisor
- F. Strength of school
- G. Study material available

**10.** Using the numbers 1, 2, and 3, with 1 being the most important and 3 being least important, please rank by importance the following factors as related to DECA members success in competition. The three areas I want you to rank are:

**(write 1,2,3 according to their response next to the appropriate category)**

- \_\_\_\_\_ A. Classroom instruction
- \_\_\_\_\_ B. Study techniques
- \_\_\_\_\_ C. Amount of practice time

**11.** Of the following **study techniques** indicate whether they would have a great influence, a moderate influence, or no influence at all in your students success in DECA competitions.

	<b>A. Great Influence</b>	<b>B. Moderate Influence</b>	<b>C. No Influence</b>
(1.) Devoting class time to discuss DECA events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2.) Devoting class time to practicing DECA events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(3.) Before-school study sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(4.) After-school study sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(5.) Night-time study sessions (i.e. after dinner)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6.) Weekend study sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(7.) Taking sample written tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(8.) Practicing sample role-play situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(9.) Simulating a Competition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(10.) Involving program alumni and/or business partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(11.) Are there any other techniques that you use to influence your students success in DECA competition?

---



---

**12.** Of the following **study techniques** indicate whether you use them before the district, state, and national levels of competition. (check all that apply)

	<b>A. Districts</b>	<b>B. State</b>	<b>C. Nationals</b>
(1.) Devoting class time to discuss DECA events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2.) Devoting class time to practicing DECA events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(3.) Before-school study sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(4.) After-school study sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(5.) Night-time study sessions (i.e. after dinner)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6.) Weekend study sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(7.) Taking sample written tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(8.) Practicing sample role-play situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(9.) Simulating a Competition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(10.) Involving program alumni and/or business partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(11.) Are there any other techniques that you use prior to each level of DECA competition?

Districts \_\_\_\_\_

\_\_\_\_\_  
 State \_\_\_\_\_

\_\_\_\_\_  
 Nationals \_\_\_\_\_

**13.** A DECA Advisor has a variety of materials at their disposal when creating curriculum. I am going to read a list of sources, please indicate whether you would be likely or unlikely to use these items when creating marketing curriculum...

	<b>A. Likely</b>	<b>B. Unlikely</b>	<b>C. Do Not Know</b>
(1.) Textbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2.) State Curriculum Framework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(3.) National Curriculum Framework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(4.) Mark-Ed Materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(5.) LAPs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6.) DECA Images products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(7.) Sample Case Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(8.) Current event articles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(9.) Sample DECA written exams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(10.) Industry provided materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(11.) Community College or University Marketing program (i.e. gathering resources, talking to faculty, DEX)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(12.) Are there any other sources that you use that were not listed above?

\_\_\_\_\_  
 \_\_\_\_\_

Thank you for taking the time to participate in this survey. Your time and patience has been appreciated.

## APPENDIX B

Gregg,

I'm in the process of conducting the research component for my master's degree in Career & Technical Education. To do so, I need your assistance.

Attached to this email is a Word document, which provides you information regarding my research project. This study will attempt to determine effective teaching methods in the preparation of students for DECA competitive events. Your state has continually been recognized on the national level for excelling in DECA's competitive event program.

That being said, here's where I need your assistance. As the Nebraska State DECA Advisor, could you please identify three local chapters who have a high percentage of award winners in DECA competition as a representative sample of your state? I will then contact them via phone to complete the survey. As a back up, could you also identify three alternate advisors?

Thank you for your time and assistance. I greatly appreciate your efforts in helping me conduct a successful and valuable graduate research project.

If you have any questions I can be reached at (715) 232-2539 or e-mail at [huffphil@hotmail.com](mailto:huffphil@hotmail.com). If needed you could also contact my research advisor, Dr. Carol Mooney, at (715) 232-1444.

Sincerely,

Phil Huff  
UW-Stout Graduate Student

**From :** gchriste@nde.state.ne.us  
**To :** "Phil Huff" <[huffphil@hotmail.com](mailto:huffphil@hotmail.com)>  
**Subject :** Re: DECA research study  
**Date :** Thu, 3 Apr 2003 16:51:45 -0600  
**Attachment :** HuffStudy-DECA-NE.doc (39k)

Here you go sir. Let me know if you need anything else.  
I broke them into the major 3 winning programs and next tier alternates.

All of them are great advisors and programs. Feel free to tell them that I recommended them for your study.

(See attached file: Huff Study-DECA-NE.doc)

Good luck. Gregg Christensen (Mr. C)  
 Director, Marketing and Entrepreneurship Education  
 Nebraska DECA State Advisor  
 301 Centennial Mall South  
 Lincoln, NE 68509-4987

## Nebraska Marketing Programs Highly Successful in DECA Competitive Events

### Top 3

David Shillinglaw  
Angela Dill  
Bellevue West High School  
1501 Thurston Avenue  
Bellevue, NE 68123  
402/293-4040  
FAX: 402/293-4149  
[dshilly@cox.net](mailto:dshilly@cox.net)  
[angela\\_dingman@yahoo.com](mailto:angela_dingman@yahoo.com)

Bill Lind  
Susan Marlatt  
Julie McQuinn  
Millard South High School  
14905 Q Street  
Omaha, NE 68137  
402/895-8272  
FAX: 402/895-8472  
[blind@mpsomaha.org](mailto:blind@mpsomaha.org)  
[smarlatt@mpsomaha.org](mailto:smarlatt@mpsomaha.org)  
[jamcquinn@mpsomaha.org](mailto:jamcquinn@mpsomaha.org)

Derek Deaver  
Sharon Mensing  
Karen Murphy  
Scottsbluff High School  
313 East 27<sup>th</sup> Street  
Scottsbluff, NE 69361-1762  
308/635-6230  
FAX: 308/635-6240

### Alternates

Harry Gaylor  
Alice Bunz  
Vicki Wiles  
Omaha Central High  
124 N. 20<sup>th</sup> Street  
Omaha, NE 68102  
Main - 402/557-3300  
Harry - 402/557-3345  
Alice - 402/557-3346  
Vicki - 402/557-3347  
FAX: 402/557-3339  
[gaylorh@ops.org](mailto:gaylorh@ops.org)  
[wilesv@ops.org](mailto:wilesv@ops.org)  
[bunza@ops.org](mailto:bunza@ops.org)

Mike Logan  
Papillion-LaVista School  
402 Centennial Road  
Papillion, NE 68046  
402/898-0400  
FAX: 402/898-0415  
[mlogan@paplv.esu3.org](mailto:mlogan@paplv.esu3.org)

Don Gilpin  
Scott Persigehl  
Westside High School  
8701 Pacific  
Omaha, NE 68114  
402/343-2633  
FAX: 402/343-2608  
[dgilpin@westside66.org](mailto:dgilpin@westside66.org)  
[spersighel@westside66.org](mailto:spersighel@westside66.org)

**From :** "Burbach, Marie DPI" <Marie.Burbach@dpi.state.wi.us>  
**To :** 'Phil Huff' <huffphil@hotmail.com>  
**CC :** "Plourde, Linda" <lplourde@madison.k12.wi.us>, "Sadowski, Jim" <jsadowski@bdsd.k12.wi.us>, "Schermerhorn, Keri" <schermerhork@hotmail.com>, "Jeff Abbott (jabbott@ecasd.k12.wi.us)" <jabbott@ecasd.k12.wi.us>, "Melzer, Steve" <melzer@ahs.k12.wi.us>, "Shriver, Scott" <shrsco@mail.holmen.k12.wi.us>, "Breske, Heather" <brehea@mail.holmen.k12.wi.us>, "Bonetti, Mark" <dbonetti@greenbay.k12.wi.us>

**Subject :** RE: DECA research study

**Date :** Fri, 4 Apr 2003 08:17:30 -0600

Phil  
 Schools to consider contacting include:  
 Madison West  
 Brown Deer  
 Badger  
 Eau Claire Memorial  
 Arrowhead  
 Holmen  
 Green Bay Preble

Marie J. Burbach  
 Career and Technical Education Team  
 Department of Public Instruction  
 PO Box 7841  
 125 South Webster  
 Madison WI 53707

**From :** "Tierney, Jim" <Jim.Tierney@cccs.edu>

**To :** 'Phil Huff' <huffphil@hotmail.com>

**Subject :** RE: DECA research study - Phil Huff

**Date :** Thu, 3 Apr 2003 15:45:48 -0700

Phil,

Good to hear from you. Hope your masters program goes well.

The three schools and advisors would be:

Cherry Creek High  
 9300 East Union Ave  
 Greenwood Village, Co. 80111

Jim Konrad  
 720-554-2494

Rampart High School  
 8250 Lexington Drive  
 Colorado Springs, Co. 80920

Kolette Back  
 719-594-9292 Ext. 234

Arapahoe High School  
 2201 East Dry Creek Road  
 Littleton, Co. 80122

Jennifer Plonkey  
 303-347-6033

The three alternate schools and advisors would be:

Glenwood Springs High  
 1340 Pitkin Ave.  
 Glenwood Springs, Co. 81601

Bryan Whiting  
 970-384-5598

Loveland High  
 920 West 29th Street  
 Loveland, Co. 80538

Gary Light  
 970-613-5276

Chatfield High  
7227 South Simms Street  
Littleton, Co. 80127

Bruce Potter  
303-982-3599

Hope this is what you wanted. Stay in touch.