

# COMPETITIVE EVENT GUIDELINES

## *for* **DECISION MAKING**

### **DESCRIPTION**

Jobs for Montana's Graduates (JMG) students belong to an association, the Montana Career Association (MCA). Each JMG class represents a unique MCA chapter. Individual JMG students will demonstrate their comprehension of decision making principles through writing an analytical essay based on a provided scenario in which they must make and then support their decision.

### **PURPOSE**

Provide JMG students an opportunity to showcase their skills and understanding of decision making principles and process.

### **ELIGIBILITY**

JMG students in grades 10 and 11, currently enrolled in the MCA, with up-to-date Jobs for America's Graduates eNDMS rosters as verified by JMG state staff.

### **ENTRIES**

Maximum of two entries per grade (10 & 11), for a total of four possible entries per chapter.

### **OBSERVERS**

There are no observers for this event

### **COMPETITIVE EVENT TIMELINE**

Decision Making essays will be post marked on or before the JMG registration deadline, which will be within the last couple weeks of March. The date will be set and communicated to Career Specialists each year. Decision Making essays will be distributed to judges approximately one week after received in the JMG state office. Decision Making judges will have 10 business days to review, score, and return the essays to the JMG state office.

### **EVENT RULES**

1. Each year, the JMG state office will provide a scenario. All competitors will receive the same scenario.
2. Student competitors will cite all references and submit an essay adhering to the following requirements:
  - **Cover Page with:**
    - Student Name
    - School Name, School Year
    - Decision Making Event Submission
  - **Analytical Essay format:**

- Introduction
  - Supporting Paragraphs: Summary and Critique (appropriate topic/transition sentences)
  - Conclusion
- **Typed**
  - **Double spaced**
  - **12-point font (recommended Times New Roman)**
  - **Maximum of 3 pages**
  - **1-inch margins**
  - **Free of spelling, grammatical, and structural errors**
3. Decision Making event submissions will be judged based on the criteria in the scoring sheet.
  4. The “Points Possible” column on the score sheet indicates the maximum number of points available for each section. It is appropriate to record “Points Achieved” in a range from 0 to the maximum number.
  5. Judges' decisions are final.

## DECISION MAKING PREPARATION SCENARIOS

### Example Scenario 1

Your chapter president has always been a great leader for your chapter and involved everyone in activities and making decisions. For the past two weeks, however, she has missed an important meeting, failed to appear for the work she signed up to do at the fundraiser and has been short-tempered with other chapter members.

As vice president, what should you do to get your chapter back on track? Use the decision-making steps to explain your answer.

### Example Scenario 2

Ellen Hazard is a newly hired clerk in the Young Apparel department of a large department store. Ellen is an insecure teenager. She tries to avoid conflict with other people. She greatly values her friends and feels closer to them than her family.

Her two best friends, Ginger and Natalie, have asked her to help them shoplift. At first, she refuses, but eventually she begins to go along because she wants her friends to like her. Now, they come in and shoplift every day that she works. She suspects that security is catching on.

She feels guilty. She wants to tell her boss about her friends, but she is afraid her boss will call security and fire her.

What should Ellen do to keep her job? Use the decision-making steps to explain your answer.

## DECISION MAKING STEPS

Step 1: Identify the possible problems outlined within the scenario

Step 2: Identify and explore at least two possible solutions

Step 3: Pick the best possible solution and implement it

Step 4: Evaluate the decision you made by reviewing potential consequences or outcomes

Judge # \_\_\_\_\_

<b>HIGH SCHOOL NAME</b>	
<b>STUDENT NAME</b>	

<b>"POINTS ACHIEVED" CAN BE AWARDED IN A RANGE FROM 0 TO MAXIMUM "POINTS POSSIBLE"</b>	<b>POINTS POSSIBLE</b>	<b>POINTS ACHIEVED</b>	<b>COMMENTS</b> (Comments are very helpful for students' learning and are highly encouraged)
<b>PRESENTATION</b>			
• Essay is typed, double spaced with 12-point font and font type is consistent throughout	<b>5</b>		
• Includes Cover Page with student name, high school name, school year, and event	<b>5</b>		
• Essay is a max of 3 pages, with 1-inch margins all around (deduct 1 point for each extra page)	<b>5</b>		
• References are cited	<b>5</b>		
• Free from grammar, punctuation, and spelling errors	<b>5</b>		
<b>INTRODUCTION</b>			
• Identifies and introduces the scenario to reader	<b>5</b>		
• States precisely what essay writer intends to accomplish	<b>5</b>		
• Describes in one or two sentences what problem(s) exist	<b>5</b>		
<b>SUMMARY OF SCENARIO</b>			
• Summarize aspects of the scenario that directly pertain to essay's critique	<b>10</b>		
• Presents fair evaluation and does not misrepresent the facts stated in scenario	<b>10</b>		
<b>CRITIQUE</b>			
• Organized to reflect structure of summary	<b>5</b>		
• Refrain from unnecessary repetition of statements or facts	<b>5</b>		
• Essay clearly defines an argument or point of view	<b>10</b>		
• Argument defined is factually defended based on scenario	<b>10</b>		
<b>CONCLUSION</b>			
• Concisely states conclusion of argument or point of view	<b>5</b>		
• Briefly summarized steps taken to reach conclusion	<b>5</b>		

**To provide additional comments, please use the back of this page.**