



*Future Business Leaders of America  
Phi Beta Lambda*

# COMPETITIVE EVENTS AND FUND RAISING SCRIPTS



## Competitive Events 2 hours

**Purpose** To introduce FBLA-PBL advisers to the National Awards Program and the competitive events.

**Objectives** As a result of this training, FBLA-PBL advisers will be able to:

- Identify the steps necessary to personally prepare, as well as prepare their students for competition,
- Familiarize themselves with the different types of competitive events; and
- Explain how the competitive events tie into the National Standards for Business Education (NBEA).

**Overview** The facilitator will begin by reviewing the mission, goals, and purpose that support the Competitive Events. Advisers will then engage in an activity designed to identify the steps necessary to prepare students for the Competitive Events. Next, advisers will discuss and compete in a series of “relay race” activities designed to identify the various events in which students can compete, as well as creative fund raising activities.

### Materials Needed

- Flip charts with stands and colored markers
- Poster putty or pins to hang flip chart pages
- Index cards and event preparation procedures list
- CD or cassette player and appropriate music (baroque music for reflective exercises, and contemporary, high energy music – or “Lone Ranger” theme from *William Tell Overture* – for competitive exercises).
- A laptop or personal computer and LCD projector
- *Chapter Management Handbook* for FBLA and PBL (especially sections on Competitive Events and Fundraising)
- Sample of *Competitive Events Study Guide*.
- Handouts
  - Hot Tips for Competitive Events
  - National Competitive Event grid
- Prizes for team challenges

**Say** The goal is for you to become more familiar with the mission, design, and purpose of the National Awards Program, as well as the myriad events in which the students participate.

We also will look at some ideas and activities you can incorporate to raise the funds necessary to support these events.

# Competitive Events



## Mission

“prepare students for successful careers in business through support for curriculum development and innovative assessment tools.”

Say

**(View slide above.)** The mission of the National Awards Program is to “prepare students for successful careers in business through support for curriculum development through innovative assessment tools.”

To fulfill this mission, the Competitive Events program was developed and made available to local and state chapters for use in assessing students’ various knowledge, skills, and abilities that comprise today’s business education curriculum.

# Competitive Events



## Goal:

*“to facilitate the transition of FBLA-PBL members from their educational development into their career path.”*


**(View slide above.)**

Say

The goal of FBLA-PBL is to facilitate the transition of its members from their educational development in secondary and/or postsecondary school in their career paths. The competitive events program plays an important part in fulfilling this role. **(Display slide below.)**

## Competitive Events

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- Purpose:  
*"to provide members the opportunity to demonstrate and validate their mastery of essential business concepts, skills, and knowledge."*

Say

This program allows its members to demonstrate and validate their mastery of essential business concepts, skills, and knowledge. **(Review slide below.)**

## Competitive Events

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- Purpose:  
*"to provide participants the opportunity to:*
  - *demonstrate career competencies, business knowledge, and job-related skills,*
  - *expand upon leadership skills,*
  - *demonstrate competitive spirit, and*
  - *receive recognition for achievements."*

Say

Members who participate in the Competitive Events program will:

- demonstrate career competencies, business knowledge, and job-related skills,
- expand their leadership skills,
- demonstrate their competitive spirit, and
- receive recognition for their achievements.

**Ask** Are there any questions about the mission, goals, and purpose of the program before we move on?

**Note** Answer any questions and then move to the next topic – preparing for competition.

**Say** Now let's look at some of the steps you can take to better understand how to prepare students for competition.

The Competitive Events can be the culmination of the year's activities. As we go through the curriculum, you will understand the competitive events and how they relate to the NBEA standards and thus can tie into your state standards.

Remember that each state operates a little differently from the national level. The competition starts at the local level. Many states then hold a district/regional competition. The winners at this level then compete at the state conference, and finally, the national level. Each state is allowed to send one to two participants in each competitive event (depends on the event) to compete at the National Leadership Conference. The opportunity is a motivating factor to increase chapter membership and add excitement to the school year.

And, it's important to remember to stress that, although not everyone can take home an award, the knowledge, experience, and motivation gained from the challenge really makes every participant a winner!

Members should work with their advisers to ensure that they have appropriately prepared for the competitive events and have adhered to the relevant guidelines and rules.

At this point, have advisers turn to the Competitive Event section of the Chapter Management Handbook.

**Say** I'm going to give you tips on getting started, familiarizing yourself with the competitive events, and preparing the students.

**(View the slide on the next page.)**

## Competitive Events

- Individual
- Team
- Chapter



Say

There are three categories of competitive events: Individual, Team, and Chapter. **(View the slide below.)**

## Individual Events

- Accounting
- Business Calculations
- Business Plan
- Computer Applications
- International Business



Say

The majority of individual events are machine-graded tests. They relate back to the business curriculum. Some of the individual events include Accounting, Business Calculations, Computer Applications, and International Business.

**(Display slide on next page.)**

## Team Events

- Desktop Publishing
- Emerging Business Issues
- Entrepreneurship
- Parliamentary Procedure

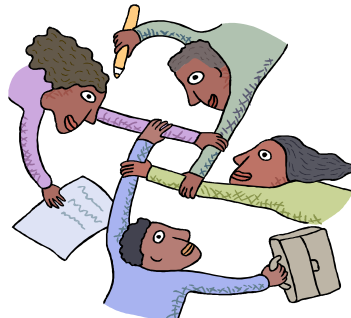


Say

Team events usually require a two or three-member team with the exception of Parliamentary Procedure. Most (but not all) team events require a written test as well as a performance category. Examples of team events include Emerging Business Issues, Entrepreneurship, Desktop Publishing, and Parliamentary Procedure. **(Review slide below.)**

## Chapter Events

- American Enterprise Project
- Community Service Project
- Partnership with Business



Say

Chapter events are reports completed by the chapter. The chapter events have a performance component as well. The chapter events include American Enterprise project, Community Service Project, and Partnership with Business Project.

Take a few minutes to look over the competitive events section in *The Chapter Management Handbook*. Make sure you note the following when reading the guidelines: Competencies, NBEA Standards, Eligibility, and Procedure.

## Note

The next activity – a team challenge – will require that you divide the group into two, three, or four teams, depending on the size of the group. In turn, make sure each team has a flip chart and markers. Label the flip charts with the following columns: Individual, Team, Chapter.

The object of this team challenge is for each team to identify as many competitive events as possible in the correct category within a three-minute time frame. Each team will begin by lining up in a straight line in front of their respective flip chart. When you signal to start, the “relay race” will begin! Each person should write one event on the flip chart, hand the marker to the next person, and go to the back of the line. The next person will record an event, pass the marker, and go to the back of the line, and so on, and so on, until three minutes are completed. The team with the most events listed (WITHOUT DUPLICATES) should receive prizes.

To signal the beginning and the end of the exercise, use the “Lone Ranger” theme from the *William Tell Overture*. Besides being one of the most recognizable musical themes to choose from, it is EXACTLY three minutes long (a perfect timekeeper). When the review is complete, go through each list and get the group involved in finding duplicates. Half the fun will be in trying to decipher what the people wrote. So, ask for clarification where needed. Of course, the one ground rule for this exercise is that the facilitator is the final judge. Finally, determine a winner, award the prizes, and move on. If necessary, refer advisers to the full listing of events under the Competitive Events tab in the *Chapter Management Handbook*.

## Say

Did you enjoy that? Good. Let’s see what else you need to do to get students ready. **(Display the slide below.)**

### **Event Preparation Procedures**

- Comply with entry procedures and regulations
  - Check status of membership dues - students must be paid members
  - Take note of eligibility deadlines
  - Complete entry forms properly and submit by the established deadline

Say

So, in order to do this, you must:

- Check the status of their membership dues – they must be a paid state and national member to compete.
- Take note of the eligibility deadlines of their district and state competitions. The national dues deadlines are March 1 for FBLA members and April 15 for PBL members. A student is not eligible to compete if dues are paid after this time.
- Finally, ensure that the forms are completed properly and submitted by the published deadlines. **(Review slide below.)**

## **Event Preparation Procedures**

- Be familiar with the event guidelines
  - Check current edition of the *Chapter Management Handbook* for a complete listing of events
  - Make copies of appropriate guidelines and rating sheets
  - Determine which areas will be judged
  - Be familiar with event administration procedures

Say

Some more procedures include:

Become familiar with the guidelines outlined in the *Chapter Management Handbook*. These are the guidelines you just reviewed.

Take a moment to refer advisers to this section. Review it with them as necessary. Then proceed to the next point.

- Make copies of the appropriate guidelines and rating sheets to give to the student, noting all district/regional, state, and/or national event modifications.
- Determine from the guidelines and rating sheets what areas will be judged.
- Be familiar with the procedures to be followed in administering the events.

**(Review slide on the next page.)**

## Event Preparation Procedures

- Identify and assemble needed resources
  - Obtain textbooks on subject matter
  - Contact members/former members who have entered the event previously
  - Contact mentors and other experts



Say

Now, how do you get them prepared for tests?

- Obtain textbooks on various subject matter. Through the FBLA-PBL MarketPlace, a study guide with preparation tips and sample questions can be obtained.
- Contact former and current chapter members who have previously entered an event.
- Find mentors and other experts who can help your students prepare for the event.

(Display the slide below.)

## Event Preparation Procedures

- Prepare for competition
  - Involve other resources such as faculty, other members, advisory committee members, and business people
  - Simulate the conditions under which the competition will take place




- Solicit the help of faculty, advisory committee members, as well as business people. They are excellent resources.
- And, try to re-create, as best as you can, the conditions under which the event will take place.

(Review the slide below.)

## Event Preparation Procedures

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- Comply with competition regulations
  - Be familiar with information to be provided and deadlines to be met
  - Be sure that copies submitted to judges are error-free and in the proper format
  - Bring several #2 pencils and erasers



**Say**

Now, to comply with competitive event guidelines, you should make sure the students

- are familiar with the information they must provide and the deadlines to be met,
- produce copies that are error-free and in the proper format before the materials are submitted, and
- bring plenty of #2 pencils, erasers, and a calculator to the events.

That concludes our discussion around preparation procedures.

**Ask**

Are there any questions?

**Note**

Answer any questions and then move on to the next topic – “Preparation Tips and Techniques” for the participants.

**Say**

We’ve been talking so far about some things YOU can do to prepare for competition. Let’s focus for a moment now on your students.

Preparing your students physically and mentally for competition will help to motivate them for the upcoming challenge. I encourage you to keep the following key points in mind as you prepare them. **(Display the slide on the next page.)**

## Preparation Tips & Techniques

- Positives:
  - Events are motivational devices - they instill the desire to learn and achieve.
  - Tremendous learning opportunities come from travel and interactions with other students.
  - Events can foster school spirit and publicize business programs.



Say

First of all, emphasize and focus on the “positives” as you work with them.

- Remember that competitive events are excellent motivational devices. They instill the desire to learn and achieve.
- In turn, tremendous learning opportunities come from travel and interaction with other students.
- Finally, these competitive events can foster school spirit and publicize your business programs.

(Review the slide below.)

## Preparation Tips & Techniques

- Pitfalls:
  - Using competitive events to determine teaching methodology, curricula, or evaluations
  - Compiling test results and excessive note-taking
  - Spending excessive class time on competitive events
  - Judging teacher competency or chapter success by the number of winners



**Say**

And, while you're focusing on the "positives," be sure and avoid these "pitfalls."

- Competitive events should not be used to determine curricula, teaching methodology, class activity time, textbooks used, grading procedures, or teacher evaluations.
- Effort should not be placed compiling test results by making copies of previous tests, or taking an abundance of notes following the events.
- Excessive class time should not be spent on competitive events. The result will be that you spend less time on other subject matter that is just as important.
- Teacher competence or effectiveness should not be judged by the number of winners the chapter produces.
- Neither should the success of a local chapter be judged by the performance of its members in competitive events. Remember, many activities and programs work together to build a successful chapter.

Any questions so far?

**Answer any questions. Then distribute the "Hot Tips for Competitive Events" handout. Say:**

I am not going to take the time to go over this, but here are some good tips that you might want to employ in preparing you students for competition. Think of this as a list of "best practices" that have been gleaned over the years. I think one of the most interesting points is the relaxation exercise. In fact, I think we should try some of these together.

**Note**

Have the participants stand and participate in each exercise. Read the instructions for each exercise and have the group perform the exercise. Complete each of the four exercises.

**Ask**

So, are you relaxed now?

**Say**

In addition to these "Hot Tips," I would encourage you to look at the procedures/tips sections listed for each competitive event in the *Competitive Events Study Guide*. Each event has some unique tips as to how students can prepare for that particular event better.

It is often asked, "What is on the test?" Please note that there is a "Competencies" section for each event. Under the competencies section are lists of the topics that will be covered on the event, as well as the relationship to the NBEA Standards, which we will address next. Let's take a moment and discuss how these competitive events tie into the NBEA standards.

<b>Note</b>	Have the advisers turn to the Competitive Events Tab in the <i>Chapter Management Handbook</i> . Point out the “Business Education Curriculum Standards” under the competencies for Accounting I.
<b>Ask</b>	Does anyone remember why it is important that these events tie into the NBEA Standards?
<b>Note</b>	Solicit responses. The correct response: So that advisers can prepare for and conduct these events in the context of the curriculum, as a means of reinforcing the learning and encouraging participation in these events.
<b>Say</b>	<p>Thank you for those responses. Keep in mind that all events are evaluated for improvements each year following the National Leadership Conference. The review process is designed to respond, in a timely fashion, to the changing business education environment.</p> <p>The events also are reviewed once every three years to ensure that their content, focus, and objectives continue to be relevant, timely, and appropriate to the FBLA-PBL programs and objectives. The National Awards Program welcomes submissions and encourages ideas for improvements and additions from local and state advisers, members, and others.</p>
<b>Ask</b>	Any questions on the NBEA Standards and how these competitive events tie into them?
<b>Note</b>	Answer any questions.
<b>Say</b>	<p>In this module, we reviewed the mission and goal of the FBLA-PBL National Awards Program as it relates to competitive events.</p> <p>We then looked at some tips and techniques you and your students can use to prepare for these events.</p> <p>We also discussed how the NAP competitive events tie into the NBEA Standards. Are there any questions? If not, let’s move on to Fund Raising.</p>
	<b>Fund Raising .5 hour</b>
<b>Purpose</b>	To brainstorm some ideas for fund raising activities and the purpose of doing these activities.
<b>Objective</b>	Identify the steps necessary for raising money prior to allowing students to compete and the state and national leadership conferences.

## Materials Needed


- *Chapter Management Handbook* – Fundraising section
- Fund Raising handout
- Flip charts with stands and colored markers
- Prizes for Team Challenges

## Say

Another discussion topic revolves around a key issue for local chapters – raising money. The dilemma faced by many local chapters is finding the funds to conduct activities and participate in the programs at both the state and national level. Here are some practical tips that should help. **(Display slide below.)**

### Fund Raising

- Develop a budget
- Analyze your options
- If necessary, develop a sales campaign

A cartoon illustration of a man with a white shirt and tie, carrying a large, 3D green dollar sign on his back. The man is walking towards the right. The background is a simple green and yellow gradient.

## Say

The first thing you should do is develop a budget. Developing a budget for the local chapter is encouraged and highly recommended.

A budget should be determined simultaneously as the chapter develops its program of work, goals, and activities. Anticipation of expenses will help a chapter to plan adequate fund raising activities and make it possible for a chapter to reach the goals outlined in the program of work.

The budget should be divided into two sections: estimated receipts and estimated expenditures. Forms for this purpose are located in the *Chapter Management Handbook* under the Fundraising tab.

Priorities will have to be established. If attendance at conferences is a priority, then the FBLA-PBL Conference Budget form in the *Chapter Management Handbook* should be completed to determine conference expenses. The FBLA-PBL national center and state offices should be able to give conference locations, hotel rates, and registration fees. This information will enable transportation and food expenses to be estimated.

(Review the next slides – go over the concept covered.)

## Fund Raising

- Sales Campaigns
  - Study the market
  - Brainstorm
  - Select the time
  - Manage the project
  - Provide “incentives” or “commissions”
  - Evaluate the program



Second, learn to analyze your options. The experience gained in fund raising projects is as important as raising the money. Be prepared to be flexible enough to make changes along the way. Before your sales force “hits the streets” practice with your students. A successful business does not send its sales force out without proper training and complete product knowledge. Role playing can help members to overcome customer objections. Members must be fully prepared before the first sale is attempted.

(Display the next slide.)

## Fund Raising

- Secure approval for fundraising from the appropriate individuals
- Prepare list of student participants
- Manage budget
- Select the time
- Publicize the fundraiser
- Provide “incentives” for hard work

**Say**

- Study the market to match the product to the buyer. Carefully analyze this market and make realistic sales projections.
- Brainstorming can focus on promotional and publicity angles, possible selling techniques, and the different ways to motivate customer purchases. All members should be included in this activity.
- Selecting the time for a fund raising event is just as important as the product and market decisions. Careful planning will most likely make these timing decisions.
- Manage your project. First get permission from the school administration. Then establish an organization with lines of authority. Delegate responsibility. Adhere to deadlines.
- Incentives or commissions can work wonders to motivate your sales force. Offer prizes and recognition for effort and results.
- Program evaluation is often neglected. This process is valuable and will help the chapter plan and conduct more successful events in the future.

**Ask**

What types of questions might you ask to determine whether a fund raising idea is a good one? Solicit responses. Either you or a volunteer can briefly summarize each response on a flip chart. Possible responses include:

- Which FBLA-PBL goal does the activity reinforce?
- Will it be a business learning experience? How?
- What are the benefits/risks involved?
- Was it tried in the past? How successful was it? Did it have pitfalls?
- How will funds be raised in this activity?
- Will the potential funds raised justify the time and effort spent?
- Will it provide community/business involvement?
- How will the activity be publicized?

**Say**

These are all very good questions to consider.

**Note**

Assemble the teams as you did in the previous team challenge. The same rules and procedures apply this time.

The challenge this time is to identify as many fund raising activities as possible within a 10-minute time limit.

When the activity has been completed, check each list for duplicates, determine a winner, and award prizes.

If necessary refer adviser to the Fund Raising tab in the *Chapter Management Handbook* and to the fund raising handout.

**Say**

Okay. Let's review briefly the key points of our discussion on fund raising. Go back and review the last visual, commenting as necessary, and then close the module.



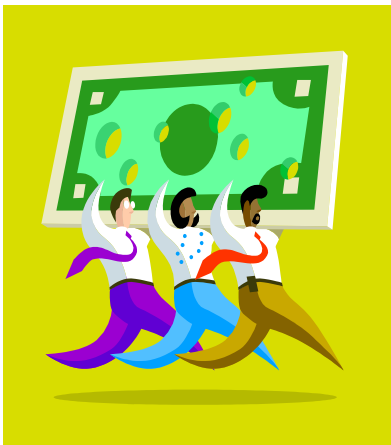
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## **COMPETITIVE EVENTS AND FUND RAISING**

### **Slides**



# Competitive Events



- Mission:

*"to prepare students for successful careers in business through support for curriculum development and innovative assessment tools."*



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## **COMPETITIVE EVENTS AND FUND RAISING**

### **Handouts**



**TIPS AND PROCEDURES  
COMPETITIVE EVENTS MADE EASY  
FBLA 2002-03**

**2002-03 New Written Events**

- Network Design (written and performance)
- Programming—C++ (written)
- Programming—Java (written)
- Programming—Visual Basic (written)

**Changes**

- Written Reports—American Enterprise, Community Service, Partnership with Business
  - The top two reports submitted by each state will be eligible to compete in a preliminary round.
  - Preliminary presentations will include a two-minute abstract of the chapter report by a two- or three-member team. No audiovisual equipment or handouts are allowed.
  - The top 10 teams will continue to the final presentations.
- A **Format Guide** has been developed to be used as a guide for all skill events that require word processing documents.
- Emerging Business Issues – the teams will be sequestered at the 2003 NLC.
- Computer Applications – the competencies now include a presentation component.
- Calculators can be used in all written events as appropriate; however, no graphing calculators, PDAs (i.e., Palm Pilots), phones, or other memory storage devices are allowed in any event.

**Eligibility**

- A student who is eligible to compete at the national level in an event, is not able to repeat the same event the following year with the following exceptions:
  - *Business Plan*. If a team developed the business plan, one member of the team may have competed in a previous NLC.
  - *Entrepreneurship*. One member of a three-member team may have competed in a previous NLC.
  - *Multimedia Presentations*. If a team developed the multimedia presentation, one member of the team may have competed in a previous NLC.
  - *Network Design*. One member of the team may have competed in a previous NLC. This is effective after the event becomes standard.
  - *Parliamentary Procedure*. Two members of the team may have competed in a previous NLC.
  - *Website Development*. One member of the team may have competed in a previous NLC.
- *Desktop Publishing*. No member of a team may repeat this event.
- Sequenced Events for FBLA

Once a member has competed in an advanced level of an event, he/she may not subsequently compete in the first level of the event.

  - Accounting I and Accounting II
  - Business Math and Business Calculations
  - Introduction to Business Communications and Business Communications
  - Introduction to Parliamentary Procedure and Parliamentary Procedure
  - Public Speaking I and Public Speaking II
  - Word Processing I and Word Processing II

- Chapter Events  
A student may compete in a chapter event (American Enterprise Project, Community Service Project, Local Chapter Annual Business Report, Partnership with Business Project) **and** compete in an individual or team event.
- 9<sup>th</sup> – 10<sup>th</sup> Grade Level Events
  - Business Math
  - FBLA Principles and Procedures
  - Introduction to Business
  - Introduction to Business Communication
  - Introduction to Parliamentary Procedure
  - Public Speaking I

## COMPETITIVE EVENTS TIPS

### *Chapter Events*

- Read the guidelines carefully.
- The time period for these events is between the start of the previous State Leadership Conference and the start of the current State Leadership Conference.
- Follow the Rating Sheet when creating the Table of Contents.
- Report cover clarifications:
  - Covers must be card stock.
  - Covers may not be in plastic covers, laminated, or have a plastic sheet overlaying the printed cover.
  - All reports must be bound and the binding may be spiral, plastic coil, velum, and/or ribbon.
  - No items, such as labels or decals may be attached to the front cover.
  - Cut out covers are allowed, but the second page counts in the total page count.
- Acceptable report covers (not to exceed 9 1/2 x 12) include cover stock or card stock **only** and the binding may be spiral, plastic coil, velum and/or ribbon. *Do not*
- The following information **must** be included on the front cover: name of school, state, name of event, year (200\_-200\_).

### ***Individual and Team Event Highlights***

Each event has competencies listed in a paragraph. Questions will be on the national tests for each competency listed for the event.

Accounting I and II. Make sure the students study from both the South Western Publishing and Glencoe textbooks.

Business Plan. Follow the written rating sheet for the content of the plan. The financial section seems to be the one part of the Business Plan that needs to be fully developed.

- This event is considered an individual event, or it may be composed of a team of no more than three members.
- Proposals must describe proposed business ventures.
- The business must not have been in operation for a period exceeding 12 months before the National Leadership Conference.

### Computer Applications

- The student must be proficient in a suite including word processing, database, spreadsheet, charting, and presentations (text slides).

- The skill test is administered at a site to be determined by the state and counts 85 percent.
- The qualified winners also will take a written concept test at the National Leadership Conference that counts 15 percent.

#### Desktop Publishing

- 2-member team event.
- Team members will take one objective test cooperatively.
- Each team member may use a computer for the production component.
- The skill test is administered at a site to be determined by the state.
- The final print out may be on a black/white OR a color printer.
- Students may choose to use a scanner (if available) and/or clipart. Check with the state chapter to see what is allowed.
- Use the same theme/logo throughout the total product produced.

#### Emerging Business Issues

- Topic will change each year and will be found in the *Chapter Management Handbook*.
- 2002-03 topic—*Check Chapter Management Handbook in fall*
- Students will draw to present either pro or con.
- Time allowed for argument is 5 minutes.
- A judge question/answer period follows the presentation.

#### Entrepreneurship

- Team of 3-members
- Team members will take one objective test cooperatively.
- Case study performance
  - 20 minutes prep time
  - 10 minutes allowed to present

#### Future Business Leader

- Letter of Application (addressed to Ms. Jean Buckley, President & CEO, FBLA-PBL, Inc., 1912 Association Drive, Reston, VA 20191-1591)
- Resume
- Written Test
- Interview (10/15 minutes)

#### Job Interview

- Letter of Application (addressed to Dr. Terry E. Johnson, Director, Human Resources, Merit Corporation, 1640 Franklin Place, Washington, DC 20041)
- Resume
- Job Application
- Interview (10/15 minutes)

#### Multimedia Presentation

- Topic will change each year and will be found in the *Chapter Management Handbook*.
- 2002-03 topic—Refer to the *Chapter Management Handbook* for the topic.
- Remember the judges must be able to view your presentation. Make sure all elements are included to make the presentation “plug-and-play.”
- May submit on a ZIP disk, videotape, or a CDR, *not* a CDRW or DVD.

#### Network Design

- Team composed of 2 or 3 members.

- Team members will take one objective test cooperatively.
- Case Study
  - 15 minutes to prepare the case study
  - 10 minutes to present case study
  - Judges may have a 5-minute question/answer following the presentation.

#### Parliamentary Procedure

- Team composed of 4 or 5 members.
- Written test score is determined by averaging the scores of the members.
- Performance
  - 20 minutes to prepare case
  - 9-11 minutes to present
  - 30 minutes to complete minutes

#### Public Speaking

- Topic must relate to one of the FBLA–PBL Goals
- May use note cards
- No visual aids allowed
- No microphone allowed
- Penalty points given for under or over 29 seconds
- Public Speaking I – 4 minute speech
- Public Speaking II – 5 minute speech

#### Website Development

- Topic will change each year and will be found in the *Chapter Management Handbook*.
- This is **not** a chapter website.
- 2002-03 topic—Refer to the *Chapter Management Handbook* for the topic.
- Remember the website must be designed to view on different browsers and versions of browsers.
- A team of two- or three-members must create the website.

### **TOPICS FOR 2002-03 FOR BOTH FBLA AND PBL**

#### **2002-03 Multimedia Presentation Topic**

Design a multimedia presentation to promote (FBLA or PBL) to local community businesses, elected officials, and civic organizations as your audience. Highlight your best practices in community service including your success in the March of Dimes and/or other service projects. Include the 2002-03 theme “FBLA-PBL: Soaring to New Heights.”

#### **2002-03 Website Development Topic**

Design a website with business professionals and community members as the audience. Highlight the local chapter’s best practices and successful projects. Portray your chapter in a businesslike manner imagining your site as a corporate entity. Incorporate the 2002-03 theme, “FBLA-PBL: Soaring to New Heights.”

#### **2002-03 Emerging Business Issues Topic**

Auditing firms have an obligation to investors and the market to provide an unbiased and independent opinion on the financial statements of a business. In recent years auditing firms have begun providing very lucrative consulting services to their clients. The Securities and Exchange Commission (SEC) has reported that since 1993 auditing revenues have grown by 9% per year while consulting service revenues have grown at a rate of 27% per year. The question you should research and be prepared to present is whether or not providing consulting

services to an auditing client presents a conflict of interest to the auditing firm and if auditing firms should be allowed to provide consulting services to their auditing clients.

## TIPS AND PROCEDURES COMPETITIVE EVENTS MADE EASY PBL

### 2002-03 New Events

- Network Design (written and performance)
- Programming—C++ (written)
- Programming – Java (written)
- Programming – Visual Basic (written)

### Changes

- Written Reports—American Enterprise, Community Service, Partnership with Business
  - The top two reports submitted by each state will be eligible to compete in a preliminary round.
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- Computer Applications – the competencies now include a presentation component.
- Calculators can be used in all written events as appropriate; however, no graphing calculators, PDAs (i.e., Palm Pilots), phones, or other memory storage devices are allowed in any event.
- FBT, FBE, and Job Interview – the final rating sheet has been revised for this year not to include the “Writing Exercise and Application Materials” component. The final rating sheet will now have 110 points.

### Eligibility

- A student, who is eligible to compete at the national level in an event, is not able to repeat the same event the following year with the following exceptions:
  - *Business Plan*. If a team developed the business plan, one member of the team may have competed in a previous NLC.
  - *Business Decision Making*. One member of a three-member team may have competed in a previous NLC.
  - *Multimedia Presentations*. If a team developed the multimedia presentation, one member of the team may have competed in a previous NLC.
  - *Network Design*. One member of the team may have competed in a previous NLC. This is effective after the event becomes standard.
  - *Parliamentary Procedure*. Two members of the team may have competed in a previous NLC.
  - *Website Development*. One member of the team may have competed in a previous NLC.
- *Desktop Publishing*. No member of a team may repeat this event.
- *Network Design*. Since Network Design was considered a pilot event for 2001-02, the team members may participate again this year.

- Chapter Events  
A student may compete in a chapter event (American Enterprise Project, Community Service Project, Local Chapter Annual Business Report, Partnership with Business Project) and compete in an individual or team event.

## COMPETITIVE EVENTS TIPS

### Chapter Events

- Read the guidelines carefully.
- The time period for these events is between the start of the previous State Leadership Conference and the start of the current State Leadership Conference.
- Follow the Rating Sheet when creating the Table of Contents.
- Report Cover clarifications:
  - Covers must be card stock.
  - Covers may not be in plastic covers, laminated, or have a plastic sheet overlaying the printed cover.
  - All reports must be bound and the binding may be spiral, plastic coil, velum and/or ribbon.
  - No items such as labels or decals may be attached to the front cover.
  - Cut out covers are allowed, but the second page counts in the total page count.
- The following information **must** be included on the front cover: name of school, state, name of event, year (200\_-200\_).

### Individual and Team Event Hints

#### Business Decision Making

- Team of 3-members
- Team members will take one objective test cooperatively.
- Case study performance
  - 25 minutes prep time
  - 15 minutes allowed to present

Business Plan. Follow the written rating sheet for the content of the plan. The financial section seems to be the one part of the Business Plan that needs to be fully developed.

- This event is considered an individual event, or it may be composed of a team of no more than three members.
- Proposals must describe proposed business ventures.
- The business must not have been in operation for a period exceeding 12 months before the National Leadership Conference.

#### Computer Applications

- The student must be proficient in a suite including word processing, database, spreadsheet, charting, and presentations (text slides).
- The skill test is administered at a site to be determined by the state, and counts 85 percent.
- The qualified winners also will take a written concept test at the National Leadership Conference that counts 15 percent.

#### Desktop Publishing

- 2-member team event.
- Team members will take one objective test collaboratively.
- Each team member may use a computer.

- The skill test is administered at a site to be determined by the state.
- The final print out may be on a black/white OR a color printer.
- Students may choose to use a scanner (if available) and/or clipart. Check with the state chapter to see what is allowed.
- Use the same theme/logo throughout the total product produced.

#### Emerging Business Issues

- Topic will change each year and will be found in the *Chapter Management Handbook*.
- 2002-03 topic—Check the *Chapter Management Handbook* for the topic.
- Students will draw to present either pro or con.
- Time allowed for argument is 5 minutes.
- A judge question/answer period follows the presentation.

#### Future Business Executive and Future Business Teacher

- Letter of Application
- Resume
- Recommendation for Future Business Teacher
- Written Test
- Writing Exercise (30 minutes)
- Interview (10/15 minutes)

#### Job Interview

- Letter of Application (addressed to Dr. Terry E. Johnson, Director, Human Resources, Merit Corporation, 1640 Franklin Place, Washington, DC 20041)
- Resume
- Job Application
- Writing Exercise (30 minutes)
- Interview (10/15 minutes)

#### Multimedia Presentation

- Topic will change each year and will be found in the *Chapter Management Handbook*.
- 2002-03 topic. Refer to the *Chapter Management Handbook* for the topic.
- Remember, the judges must be able to view your presentation. Make sure all elements are included to make the presentation “plug-and-play.”
- May submit on a ZIP disk, videotape, or a CDR, *not* a CDRW.

#### Network Design

- Team composed of 2 or 3 members.
- Team members will take one objective test cooperatively.
- Case Study
  - 25 minutes to prepare the case study
  - 15 minutes to present case study
  - Judge may have a 5-minute question/answer following the presentation.

#### Parliamentary Procedure

- Team composed of 4 or 5 members.
- Written test score is determined by averaging the scores of the members.
- Performance
  - 20 minutes to prepare case
  - 9-11 minutes to present
  - 30 minutes to complete minutes

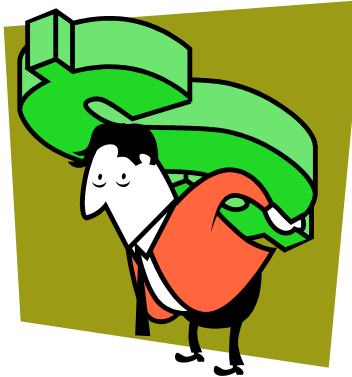
### Public Speaking

- Topic must relate to one of the FBLA –PBL Goals
- May use note cards
- No visual aids allowed
- No microphone allowed
- Penalty points given for under or over 29 seconds
- 5 minute speech

### Website Development

- Topic will change each year and will be found in the *Chapter Management Handbook*.
- 2002-03 topic. Refer to the *Chapter Management Handbook* for the topic.
- Remember the website must be designed to view on different browsers and versions of browsers.

## LOCAL CHAPTER FUNDRAISING IDEAS



One of the key issues that local chapters may face when trying to raise money for National competition is “how do we raise the money?” Local chapters are encouraged to participate in one or more fundraising projects to accomplish this task.

A fundraising committee should be established and a chairman should be elected. This will help in planning the scope of the fundraising project(s).

Before you begin a fundraising program:

- Meet with administration to discuss procedures, a fundraising calendar, go over financial requirements, complete forms, and secure approval for your project.
- Prepare a list of student fundraising participants.
- Make arrangements to turn in all money collected to a person in charge of fundraisers on a daily or pre-set schedule. Retain any receipts for your records.
- A budget should be made. This budget, which is divided into estimated receipts and estimated expenses, will help a chapter raise more funds through their project.
- Set the date. Pick dates that are not in conflict with other community or school fundraisers. Clear the date with the school.
- Publicize your fundraiser. Give the community plenty of notice about your fundraiser. Advertise in the school newspaper and talk it up with the student body. It is important that everyone knows why you are having the fundraiser. Be specific! Don't say that it is for the school activity program, but rather it is for the FBLA-PBL National Leadership Conference.
- Make sure that you have some sort of incentive program for your members.

Here are some fundraising ideas:

1. **Member Challenge.** Send in \$2 per member. Challenge area chapters to do the same. To get this \$2 per member donation, chapters could do a Christmas project such as an “Angel Tree.” A decoration could be placed on a tree in the school commons saying that a \$2 donation has been given to the local chapter in honor of . . . .
2. **Corporate Sponsorship.** Locate a local corporation and write letters asking them to sponsor a donation to your chapter for members to attend the National Leadership

Conference. If a company decides to sponsor your chapter, remember to thank them for their donation.

3. **Dash for Cash.** Your chapter sells tickets for \$1 at an event such as a basketball game. Once all of the tickets are sold you spread half of the money out all over the floor at half time. Then you draw the winning ticket. The winner gets 30 seconds to pick up as much cash as they can. Some important rules for this activity:
  - An unlimited number of tickets can be bought.
  - Have people watching to make sure that the crowd doesn't jump into action.
  - Don't let the "dasher" have any accessories to help them (hat, bag, etc.)
4. **Your Town-Opoly.** Your chapter works with Pride Distributors, Inc. to create a board game about your town. Once your town's game is complete you are ready to start selling "Your Town-Opoly." Contact Pride Distributors at (800) 451-5422.
5. **Rummage Sale.** Have your chapter members bring in items from home that they would like to sell. Set up a booth at a flea market or community festival and sell the items to consumers.
6. **Bowl-a-thon.** Each chapter member is given a pledge sheet and goes out and earns pledges per point or straight donations from the community. A member is selected to contact and book the bowling alley. On the day of the bowl-a-thon each member bowls two or three games and calculates how much is owed to them. Then they go and collect the pledges and donations.
7. **Bake Sales.** Your chapter members are asked to bring in baked goods. Your chapter will set up a booth to sell the donated goods at a sporting event, a local festival, or during the lunch hour.
8. **Spaghetti Dinner.** Have your chapter hold a spaghetti dinner to raise money for your local chapter activities. All that you have to do is book a place to have dinner, set a date for the event, find volunteers (cooks, waiters, busers), and buy the ingredients for the dinner. Advertise your dinner around town and sell tickets ahead of time and/or at the event itself. This is an excellent event that, with good planning, can earn a lot of money.
9. **Silent Auction.** Your chapter can solicit local businesses and ask if they would like to donate items that you can auction off at a chapter or school activity. Place the items on tables with a piece of paper that has the description of the item on it. As people walk around the tables, they can bid on items by writing down their bid on paper. The person that bids the highest wins the item and your chapter earns some money.
10. **Concession Stand.** Your chapter can set up a food booth to sell goods to spectators at different sporting events, plays, community festivals, etc. This activity is profitable and also gives your chapter an opportunity to interact with the community.
11. **Fast Food Coupons.** Fast food restaurants offer several opportunities for fundraising. For instance, some will let you print coupons for sodas and burgers and allow you half the face value when the coupon is redeemed.
12. **Spook-o-grams.** Chapters sell Halloween Spook-o-grams (pre-made on the computer) with candy attached for 50 cents each. Members deliver these spook-o-grams to students in classes. Let the recipient pay another 25 cents to find out who the sender is!
13. **Night on the Town Package.** Pull together a complete package of donated items – dinner for two, limo service, corsage, and two theater tickets. Then sell chances for this prize for \$2 each. (You will need a raffle license.)
14. **Computer Camp.** Round up some personal computers from school and set up a weekend or summer "camp" for children in grades 2-6. Plan a syllabus and publicize it in the local paper. Charge \$50 for five three-hour sessions.

15. **Dunk Tank.** Your FBLA-PBL chapter can build a dunking booth that you can take to community festivals or major school activities. Members of your chapter, other students, teachers, or administrators can volunteer to be dunked. You can charge people \$1 for three chances to hit the target and dunk the volunteer. Members can bring in their old stuffed animals to use as prizes or ask area businesses to donate small prizes.
16. **Halloween Dance.** Sponsor a Halloween costume dance for your school. Offer cash prizes for the best costumes and traditional Halloween games such as bobbing for apples.
17. **Car Wash.** Have your chapter sponsor a car wash. Include pre-sales of tickets by each chapter member. This will insure that you start the car wash with money in the bank. If you are able to coordinate a “matching funds” car wash with a local business, this will double your funds.
18. **Raffle.** Sponsor a raffle. Charge \$2 a ticket or three for \$5. Raffle off prizes donated by different businesses in your community. (You will need to apply for a raffle license).
19. **Talent Show.** Sponsor a community-wide talent show. Charge an entry fee of \$5. Give trophies and cash prizes to the winners. Charge an admission fee of \$2. Contact a local celebrity such as a radio D.J. to serve as the M.C. of the event or one of your school administrators.
20. **Prom Fashion Show.** Sponsor a prom fashion show. Contact a bridal shop to provide the formal wear. Use FBLA members as the models. Contact area businesses for donations such as limos, formal wear, dinner for two, etc. Charge \$2 admission to the show. Bring in some elementary children as “child models.”