

LOCAL CHAPTER ADVISER HANDBOOK



**Washington State
Future Business Leaders
of America**

June 2010

PREFACE

The Washington State FBLA Local Chapter Adviser Handbook is intended to help you, whether you are a new adviser or have been an adviser for years. This handbook is a *guide* to help you organize your chapter. Please adapt the information about chapter management, conferences, and leadership integration to fit your needs.

For additional information, please contact one of the people listed below.

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SECTION 1: LEADERSHIP AND FBLA

Career and Technical Student Organizations

Career & Technical Student Organizations (CTSOs) are an integral part of the vocational course work and benefit the student, teacher/adviser, and department. A CTSO provides an opportunity to enhance the related career and technical education program. CTSOs are an instructional tool that reinforces what the students learn in the classroom and on the job. The CTSO chapter activities provide opportunities for students to use their skills learned in the classroom, thus contributing to the overall effectiveness of CTE programs.

Goals of a Career & Technical Student Organization

While the goals of all Career & Technical Student Organizations are similar, each group focuses on the occupational area being studied and the needs of individual students involved. All activities should be designed to meet goals in at least one of the following areas:

- Career development.
- Leadership development.
- Personal development.
- Citizenship development.

Benefits of Future Business Leaders of America

Community:

1. Offers an additional teaching tool.
2. Generates enthusiasm.
3. Stimulates pride.
4. Improves social climate.
5. Improves school-community relations.
6. Improves school-business relations.
7. Improves school-parent relations.
8. Improves school-student relations.
9. Prepares trained employees for local businesses.

School:

1. Involves students in civic activities.
2. Promotes community activities.
3. Improves community-school rapport.
4. Generates community satisfaction.
5. Involves students in civic development.

Student:

1. Participation.
2. Socialization.
3. Leadership.
4. Education.
5. Competition.
6. Achievement.
7. Understanding.
8. Spirit of belonging.
9. Confidence.
10. Competence.
11. Recognition.

Related Directives

CTSOs are included as a part of the Washington Administrative Code (WAC) and are a component of the program standards for career and technical education programs as developed and approved by the Office of Superintendent of Public Instruction (OSPI). There are six Career & Technical Student Organizations approved for funding and supported by OSPI: FBLA, FCCLA, FFA, SkillsUSA, DECA, and TSA.

WAC 180-58-055—Vocational education programs, secondary schools (grades 9 through 12)—Operational requisites:

Programs will operate in compliance with the criteria for vocational education as established by the superintendent of public instruction subject to the approval of the state board of education, such criteria being established in accordance with the definition for vocational education and with the state plan for vocational education.

State of Washington, Superintendent of Public Instruction, Standards for Vocational Education Programs 81-4 B, Item Number 5:

Leadership development through planned activities providing for transition from school to career must be an integral part of the instructional program. The Career & Technical Student organizations meet this need.

Defining Leadership

1. Leadership has been defined as:
 - a. The ability to stimulate, guide, and show the way.
 - b. The activity of influencing people to cooperate toward some goal which they come to find desirable. Followers of a true leader must derive satisfaction and self-fulfillment.
 - c. Personality in action under group conditions.

2. There are three types of leaders in today's business:
 - a. *Autocratic*—This “boss” type has been outmoded for many years but is still found frequently. There is only one occasion when a leader may need to act in an autocratic manner—in an emergency.
 - b. *Laissez faire*—This type of supervisor is really no leader because he or she allows followers to do as they please while failing to stimulate and guide them toward desirable business goals.
 - c. *Democratic*—This type is a true leader. He or she thinks in terms of “we” and plans how to stimulate cooperation and teamwork.

3. Leaders are made:
 - a. Any person of normal intelligence and with a sincere desire to be of service to people can acquire the skills of leadership.
 - b. Personality qualities and supervising skills can be improved or developed.
 - c. Skill in supervising people must be the result of sound and logical thinking and fair, considerate, and sympathetic feelings toward people.

What is a Leader?

Fundamentally, leaders are those who lead, those who have a plan, and those who head toward a goal and a purpose. They have the enthusiasm to keep moving forward in such a way that others gladly go with them.

A leader:

1. Is knowledgeable of the organization. He/she shows confidence in the role as a leader. Knowledge creates this confidence.
2. Is informed on new developments and encourages members to keep current.
3. Is prompt with correspondence.
4. Knows the duties of all officers.
5. Prepares agendas for meetings.
6. Involves the membership and uses abilities to get every member involved in some chapter activity.
7. Organizes the year's activities through a well-prepared program of work.
8. Connects with the community.
9. Recognizes the efforts and accomplishments of members.

The Teacher Adviser

The success of FBLA rests on the shoulders of active members, but who provides the guidance and acts as the liaison between students and school administration? The answer is all business teachers—that breed of educator who oversees the local chapter's efforts and instructs the students while leaving chapter control to the members.

Specifically, these business teachers/advisers are knowledgeable of the history, principles, constitution and bylaws, ceremonies, typical activities, and other essentials for the active operation of a local chapter. They also work to:

- Direct chaperones and coordinate supervision of organization activities.
- Organize the selection process for chapter officers.
- Provide for the training of chapter officers.
- Establish rules that will help students lead themselves and remain consistent with school policies and state and national constitutions and bylaws.
- Provide opportunities for regular chapter meetings and see that they are conducted in a businesslike manner using parliamentary procedure.
- Assist members in developing an annual program of work which includes a budget, calendar, and committee assignments.
- Encourage civic responsibility.
- Assist in the maintenance of necessary chapter records.
- Plan, collect, prepare, and arrange materials promoting the chapter and its events.
- Ensure that the school, administration, faculty, students, and the public are informed of chapter activities and outstanding student achievements.
- Recruit, supervise, and coordinate the preparation of students for participation in activities and competitive events.
- Have knowledge of the guidelines for competitive events and coordinate participation.
- Oversee financial development projects.
- Supervise the receipt, recording, depositing, and expenditure of chapter funds.

Chapter resources are available for purchase from the FBLA-PBL Marketplace. Order online at www.fbla-pbl.org, email marketplace@fbla.org, or call 800.325.2946.

All local and state teachers/advisers are also responsible for protecting the use of FBLA-PBL trademark items. Local chapters are permitted to use trademark items without obtaining approval from the national FBLA-PBL headquarters on printed materials, promotional pieces, and displays that are not sold. Approval must be obtained in writing from the national office for any item that will be sold. Commercial vendors are not permitted to use FBLA-PBL trademarks unless commissioned by the national FBLA-PBL office.

FBLA General Information

What is FBLA?

FBLA is a Career & Technical Student Organization that provides students with an opportunity to learn more about business through chapter activities and workshops and to test their business skills and knowledge through competitive events. FBLA also provides students the opportunity to develop and utilize leadership skills through planning and participating in chapter activities.

Purpose of FBLA

The purpose of FBLA is to help students bridge the gap between the classroom and the business world by providing them with the opportunity to learn firsthand about the business community.

Goals of FBLA-PBL are to:

1. Develop competent, aggressive business leadership.
2. Strengthen the confidence of students in themselves and their work.
3. Create more interest in and an understanding of American business enterprise.
4. Encourage members in the development of individual projects which contribute to the improvement of home, business, and community.
5. Develop character, prepare for useful citizenship, and foster patriotism.
6. Encourage and practice efficient money management.
7. Encourage scholarship and promote school loyalty.
8. Assist students in the establishment of occupational goals.
9. Facilitate the transition from school to work.

Funding of FBLA

FBLA operates as a nonprofit 501(c)(3) education corporation. FBLA-PBL, Inc. is financed almost entirely by dues and local chapter fundraising, as is Washington State FBLA. Corporate donations, grants, and gifts are also important to the organization's financial foundation.

Membership

There are over 250,000 FBLA-PBL members throughout the nation with approximately 5,000 active members in Washington State. FBLA chapters are located throughout the United States, American Samoa, Canal Zone, Guam, Puerto Rico, Virgin Islands, and Germany. In Washington, students in grades 7–12 who have interest in careers in business are eligible to join.

FBLA Background

- 1937 Hamden L. Forkner of Teachers College, Columbia University in New York City, proposes to business teachers across the country that a national organization is needed for the thousands of business clubs in the nation's high schools and colleges.
- 1940 Experimental chapter is chartered in Johnson City, Tennessee, on February 3. Two days later a second chapter is chartered in St. Albans, West Virginia. Before the year's end, another 39 chapters are added.
- National Council for Business Education (NCBE) sponsors a student organization. Committees are appointed to formulate general plans. The name "Future Business Leaders of America" is selected.
- 1942 Over the next three years, promotion of new chapter development is discontinued during World War II. Even so, 38 additional chapters join the ranks over the next three and one-half years.
- 1946 United Business Education Association (UBEA) is formed by the merging of National Council for Business Education (NCBE) and Department of Business Education of National Education Association (NEA). UBEA assumes sponsorship of FBLA. Headquarters for FBLA is established at NEA center in Washington, D.C.
- 1947 Iowa becomes the first FBLA state chapter. Indiana and Ohio quickly follow.
- 1949-50 New state chapters include California, Georgia, Illinois, Louisiana, New Mexico, Oregon, South Carolina, and Virginia.
- 1958 The postsecondary division, Phi Beta Lambda, is created. State College of Iowa (now University of Northern Iowa) is first PBL chapter.
- 1964 Washington State FBLA chapter is chartered.**
- 1969 FBLA-PBL membership grows to 100,000 active members in 4,500 chapters. FBLA-PBL, Inc. gains independent status with its own Board of Directors and full-time staff.
- 1978 FBLA-PBL Alumni Division is established.
- 1984 FBLA-PBL has 210,000 active members.
- 1985 Washington State FBLA's Articles of Incorporation filed in the office of the Secretary of State creating a 501(c)(3) nonprofit corporation.**
- 1995-96 Washington State FBLA has 5,245 members in 177 chapters. (4/15/96)
- 1996 The Board of Directors gave the State Adviser the title of Executive Director, to be used when communicating with the business world, along with the raising moneys for the future of Washington State FBLA.

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- 1996-1998 Washington State FBLA enjoyed a federal grant allocation of \$25,000 which was part of Carl Perkins Vocational Funds administered by the Office of Superintendent of Public Instruction. During the 1999 legislative session, Washington State FBLA was awarded a \$10,000 allocation from the state legislature. During these years, Washington State FBLA established business partnerships with Cavanaugh's Hotels, Fisher Radio, Continental Airlines, and Washington Financial Officers Association, all who assisted the organization with in-kind donations and some monetary contributions.
- 1998-99 Washington State FBLA has 5,614 members in 183 chapters.
- 1999 Washington State FBLA moved from the Old Capital Building to the Security Building in downtown Olympia. It was the desire of the Office of the Superintendent of Public Instruction to move all CTSOs from that jurisdiction.
- 2000 Washington State FBLA has 5,614 members in 189 chapters. National membership is 214,516. The Washington State Legislature passed legislation placing the CTSOs into statute.
- 2000-2001 Washington State FBLA celebrated 35 years of excellence in providing leadership development to students with career interests in business. An aggressive chapter/member recruitment campaign entitled "Ready? Set. Recruit!" was held with prizes for individuals who recruited the most new members. Adopt-a-Chapter was designed to provide incentives to chapters that recruited and supported new chapters, and dues and fees were paid for the first 5 members of new chapters. An E-mail listserv was enacted for chapter advisers to increase adviser involvement throughout the state. The state officer roles were expanded to include preparation of chapter officers through workshops and school visitations.
- After a 7.5 earthquake shaking up the Security Building where the FBLA office was housed, a move was made to a newer and more secure building in Lacey.
- With increased awareness and ongoing business support, Washington State FBLA enjoyed over 5,800 members in 186 chapters.
- 2002-2003 Washington State FBLA's Professional Division was incorporated as an affiliate of the student organization. The purpose of this group of business professionals is to support and further promote WA FBLA and its goals with two types of membership – adult professionals and members who have completed high school but are under 25 years of age or currently enrolled in post-secondary education. A bylaw amendment added the president of the Professional Division to the FBLA Board of Directors.
- Business support increased with contributions from such organizations as Seattle Sonics, IBM, Microsoft, West Coast Hospitality/Red Lion Hotels, Doubletree Hotels, and many more. With increased business support through monetary and in-kind donations, Washington State FBLA continues to thrive and grow, while enjoying curriculum support from the Business and Marketing Pathway at the

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Office of Superintendent of Public Instruction. New and creative funding strategies are continually being explored, and FBLA's direction is innovating and exciting.

2004-2005 Washington State FBLA has 5,067 members in 173 chapters, and has expanded to include two full time staff members, the Executive Director and the Program Specialist, and one part-time staff member, an Office Assistant. FLBA continues to move into the future with increased business support and innovative programs.

Structure

FBLA-PBL has three divisions: FBLA (high school and middle levels), PBL (postsecondary), and the professional division. These divisions operate at the national, state, regional, and local levels.

National Level

FBLA-PBL, Inc. is located throughout the United States, American Samoa, Canal Zone, Guam, Puerto Rico, Virgin Islands, and Department of Defense schools in Europe and Japan. The national chapter is located in Reston, Virginia. There is a national board of directors and a president/chief executive officer who implement policy.

The national level is divided into five regions: Eastern, North Central, Mountain Plains, Southern, and Western. Each region is headed by an elected vice president. Each state may participate in any of the four National Fall Leadership Conferences. The National Leadership Conference is in July in major American cities.

State Level

Washington State FBLA is located in Lacey. The state board of directors sets policies that are implemented and enforced by the executive director.

The Executive Leadership Committee works to accomplish assigned tasks, makes recommendations to the board of directors, and acts as ambassadors to Washington State FBLA. The Executive Leadership Committee consists of the state president, state secretary, state public relations officer, state parliamentarian, nine vice presidents, nine regional advisers, the executive director, the program specialist, and the program supervisor for business and marketing pathway.

Each April Washington State FBLA hosts a State Business Leadership Conference to provide students an opportunity to learn more about business and to test their knowledge of business through business-related events. Through various competitive events, students may qualify to compete nationally. Students and advisers also have an opportunity for networking with individuals throughout the state.

Regional Level

Washington State is divided into nine regions. Each region has an elected vice president and a regional adviser who volunteers for the position. The vice president is a high school student currently enrolled in a business class, and the regional adviser is a local adviser in the region.

Each region hosts a fall conference and winter conference coordinated by the vice president and regional adviser. The vice presidents and regional advisers also assist in planning the State Business Leadership Conference, assist in planning and carrying out the state program of work, and maintain communication to local advisers and chapters.

Professional Division

The Professional Division in Washington State is incorporated as a nonprofit 510 (c)(3) corporation. Its purpose is to assist FBLA in fundraising and providing professional leadership to the membership. Professional members may be adult members from business, industry, and education. Associate memberships are available for individuals 18-24 who are enrolled in postsecondary education. For more information call Washington State FBLA at 360.753.5666.

Program of Work

The program of work is a calendar of events for the upcoming year. It includes the chapter's goals for the year and the activities related to each goal. Each activity should include a timeline, person responsible, and expected revenues or expenses. The activities should include the following areas: professionalism, civic participation, community service, career development, social awareness, economic education, and financial.

Competitive Events

The competitive events program is based on the goals of FBLA-PBL, Inc. The event categories are individual, team, and chapter. Members compete at the regional level to qualify for competition at the State Business Leadership Conference, although the chapter is allowed a participant in some events if no members placed in the top five.

The guidelines for each event are available from the state and national FBLA-PBL offices. Washington State Competitive Event Guidelines follow the national guidelines. However, there are state events that are not held at the national level or have been slightly modified from the national level. See the Washington State Business Leadership Competitive Event Guidelines for clarification. Be sure your students are informed of the guidelines and are prepared for events in which they are competing.

Preferred Terminology

Career & Technical Student Organizations are educational and professional, rather than social, in their purpose. For this reason, they are referred to as "chapters" rather than "clubs." The word "student" is used instead of "youth," because some members of these organizations are students at the postsecondary level.

Students are involved in “competitive events” in which they compete in skill areas; they are not entered in “contests.” State-level leadership and learning activities are “conferences,” not “conventions.” Since fund raising activities are educational in nature, they are termed “sales projects.”

The role of educators responsible for chapters is to advise; they should be referred to as chapter “advisers,” not “sponsors.”

Remember: Chapter—not Club.
Competitive Event—not Contest.
Conference—not Convention.
Sales Project—not Fund raiser.
Student Organizations—not Youth Organizations.
Chapter Adviser—not Sponsor.

Chapter Management

The strength and success of any chapter of Future Business Leaders of America are the results of the dedicated, knowledgeable, and enthusiastic adviser(s).

Many questions may go through your mind when you are trying to make the decision to organize an FBLA chapter. These same questions have gone through the minds of thousands of experienced advisers who are anxious to share their expertise with you.

1. *Who can I ask?*

1. FBLA advisers in your area.
2. FBLA officers, members, or alumni.
3. State FBLA staff.
4. Administrators of schools with active chapters.
5. Advisory council members.
6. Community leaders.
7. FBLA professional members.
8. Business partners.

2. *How can I get involved?*

- a. Attend a local meeting at a neighboring school.
- b. Attend a chapter or regional meeting.
- c. Attend a state leadership workshop for officers and/or advisers.
- d. Attend teacher workshops on student organizations.
- e. Call the state office (360-753-5666) or national office (1-800-FBLA-WIN) and request a chapter organization packet.

3. *Where can I get other information?*

- a. Read newspaper articles on FBLA activities.
- b. Read regional, state, and national newsletters.
- c. State FBLA Web site: www.wafbla.org.
- a. National FBLA-PBL Web site: www.fbla-pbl.org

The national association provides its members with continuing assistance through its publications. Among the most helpful to new advisers are:

1. *Chapter Management Handbook*
2. *New Chapter Organization Packet.*
3. *FBLA National Awards Program Guide.*
4. *Tomorrow's Business Leader* (TBL) published four times a year. Chapter Activity Guide is in the first issue.
5. *Hotline*—adviser's newsletter published four times a year.
6. *The Professional Edge*, professional division newsletter, published three times a year.

Establishing a Chapter

Contact the FBLA state office to obtain the necessary materials to charter your chapter with the state and national organization. Present your new business education student organization to your business education advisory council.

Discuss the need for the chapter with the appropriate school officials (CTE director, principal, etc.). Gain their support. Point out the advantages, such as gaining desirable public relations for the school and business education students, motivating students to learn, providing applicable career orientation for students through school-to-work (STW) activities, and involving students in community service projects.

Gain the interest of the students (see section below). Arrange for several students to visit a neighboring chapter and/or attend a regional conference.

Become thoroughly familiar with chapter materials and publications. Identify skills, attitudes, and knowledge that can be taught through chapter activities, such as assuming responsibility, getting along with others, developing and achieving goals, problem solving, and communicating effectively.

Ask for assistance from advisers of other FBLA chapters and your regional adviser. Call the state office for the names and phone numbers of your regional adviser and state vice president.

Gaining Student Participation

Gain interest among the students. Encourage interested students to form a “committee to organize.” Elect a chairperson to serve until the chapter is underway and a president is elected. Students could also visit an established chapter, or have students from a neighboring chapter visit your school. Put the “committee to organize” to work:

1. Become familiar with basic documents and promotional materials of the organization.
2. Order necessary promotional materials to carry out a member campaign.
3. Discuss, develop, and write, through a committee, a local chapter constitution and bylaws; this is needed for chartering a new chapter. The constitution provides for the organization and development of a chapter. It promotes uniform standards.
4. Plan and conduct an organizational meeting of potential members. Give students an overview of the organization: history, how it operates, structure, purposes, reasons to join, symbols, possible activities, and elements of a good chapter.
5. Invite members from established chapters to discuss chapter activities.
6. Discuss advantages of organizing.
7. Vote on constitution and bylaws.
8. Close meeting by affirming intention to organize and with a statement of adviser support.
9. Kick off a membership campaign and begin to collect dues (set a deadline for dues in terms of officer elections). Refer to state and national publications for the dues amount and deadlines of state and national offices.
10. Conduct elections.

11. Hold a meeting of newly elected officers with the first item being to petition the national association for a chapter. Then begin to establish a program of work.
12. Check with Regional Adviser to see if dues are collected for the region.

Advisory Committee

Much of what has been said about the benefits and advantages of parent involvement applies also to an actively involved advisory committee.

An advisory committee made up of interested local merchants, business executives, training station sponsors, and parent representatives, as well as a school principal or guidance counselor, can add even further dimension to a chapter's success.

Most advisory committees consist of six to ten people. Their function is, as their title implies, to serve in an advisory capacity to aid and counsel a chapter's officers, members, and advisers in assuring meaningful and successful chapter activities which best serve the school, community, and business education department.

If a chapter decides to have an advisory committee, its membership should be discussed with the chapter adviser. Many times chapter advisory committees are formed around the nucleus of the business education advisory committee that serves as counsel for the total program.

Whatever the committee's composition, if a chapter has an advisory committee, it should be used. Invite the advisory committee to all major chapter functions, and call meetings of the advisory committee when important school and civic projects are being planned. Advisory committee members are usually extended complimentary professional membership financed through chapter funds. Chapter officers, as well as the chapter adviser, should meet with the advisory committee to gain input.

Invite your advisory committee members to join the Professional Division or purchase gift memberships in appreciation of their assistance.

Promoting Membership

Membership is best promoted by chapter members who are involved and interested. Advisers also can communicate their interest and enthusiasm by demonstrating that chapter work is an integral part of business education.

Ask other teachers to help promote the student organization. Inform them about the benefits of the program, perhaps at a district-wide in-service meeting or department meeting. Invite CTE and guidance counselors to chapter activities and provide them with copies of the program of work for the year. Involve teachers and students from feeder schools who are interested in business education.

As your chapter grows and members enjoy success in their activities, request time on a school board agenda. Have students report on their successes, thereby gaining recognition and support of your district's school board. This will give students valuable experience in making presentations

and will enhance their skills and self-esteem. A good time to do this is at the beginning of the school year when you might seek approval for all events for the year.

Encourage the participation of community members through the advisory council or cooperative work based learning students. Ask community members to serve as judges for the competitive events. Enlist the support of administrators and parents who are interested and involved.

The adviser promotes membership by:

1. Encouraging meaningful activities.
2. Recognizing the chapter as a successful and proven professional development activity.
3. Recognizing members who contribute and work hard.
4. Being flexible in structure and in dues collection.

Students can promote membership in a variety of ways. Senior members could sponsor activities for potential members, such as a picnic or a slide presentation. Potential members could be assigned to a “big brother” or “big sister.” Chapter members could make a presentation to career education classes in seventh through ninth grades to inform them of high school FBLA and business classes. They could plan orientation activities of potential student members, perhaps through PTA.

Visibility helps interest others in joining. Have the chapter create school and community displays and actively participate in community activities. Publicize awards and recognition received by student members through assemblies and newspaper releases.

Aids that help promote membership:

1. Information publications from state and national organizations.
2. Packets of information for parents, counselors, administrators, and interested students.
3. Planned special orientation program that can be used from year to year.
4. Portable displays that can be quickly set up.
5. Locally produced brochures and flyers explaining and promoting the chapter with pictures of local students.
6. Summer social and educational activities for future members.
7. Chapter scrapbook which highlights the activities of the chapter during the year.
8. School public address system to announce chapter activities and student recognition.
9. A portable bulletin board to display FBLA publications (could be moved from location to location to promote membership).
10. Display windows in the business education community for student awards.
11. Ask state and national personnel to speak to prospective members.
12. Slide presentations or films for use during Vocational Education Week.
13. Create a chapter Web site.

Before the First Meeting

1. Invite state officers as guest speakers. Contact the state office or your regional adviser for a current list of state FBLA officers, or consult your chapter's copy of the current state FBLA program of work.
2. Contact your regional adviser for suggestions and assistance.
3. Check school procedures for establishing an in-school student organization.
4. Select interested students in your business department to assist in organizing, publicizing, and running the first meeting.

At the First Meeting

1. Start with an ice breaker so students can get to know each other's names.
2. Explain to the students the value of chapter activities as part of their CTE educational experience:
 - Meeting business professionals.
 - Conducting and participating in meetings.
 - Contributing to community needs and programs.
 - Respecting the rights and dignity of others.
 - Meeting deadlines.
 - Communicating clearly.
 - Taking initiative.
 - Participating in speaking, political action, and travel opportunities.
 - Assuming responsibility for self, school, and community.
 - Gaining self-confidence and poise.
 - Accomplishing new goals.
 - Practicing efficient money management.
 - Developing professional skills and attitudes.
 - Exploring career opportunities.
 - Networking.
3. Discuss the history and development of Future Business Leaders of America. Talk about the conferences and other potential activities for the year.
4. Allow students to react and ask questions about joining. Your state or regional adviser can provide you with a start-up packet containing the information regarding dues.
5. Provide a sign-up list for those interested in joining FBLA, including their name, phone number, and room number/teacher of a certain period during the day when notices can be distributed.
6. Notify those in attendance of the date, time, and place of the next meeting. Get volunteers to assist you in organizing the second meeting.

Electing Officers

Well-qualified and dependable officers are crucial to the growth of any chapter. Election of officers is a serious matter, not a popularity contest. Qualifications of candidates should be the primary consideration. Candidates who are willing to accept a leadership role and work hard in performing duties of the office will make effective officers.

Each officer should be familiar with the chapter constitution, bylaws, and program of work. The primary concern for choosing a competent officer should be the ability to carry out the responsibilities of office. Some candidates may not have a great deal of experience, but they must show a desire to learn and a willingness to invest time in the performance of duties.

President

- Presides over and conducts meetings according to accepted parliamentary procedure.
- Keeps members and discussion on track.
- Appoints committees and serves as ex officio member.
- Represents the chapter at special school events and to other organizations.
- Coordinates chapter activities by keeping in close touch with the other officers, the membership, and the adviser.
- Keeps chapter work moving in a satisfactory manner by following up on progress being made on all activities.
- Calls special meetings as needed.

Vice President

- Assists the president in the discharge of duties.
- Presides at meetings in the absence of the president.
- Is prepared to assume the duties and responsibilities of the president.
- Serves as ex officio member on chapter committees.
- Oversees all committee work and management of assignments.

Secretary

- Prepares and reads minutes of meetings.
- Assists the president in preparing an agenda for each meeting.
- Counts and records votes when taken.
- Prepares chapter reports.
- Keeps permanent records of the chapter.
- Cooperates with the treasurer in keeping an accurate member roll and issues membership cards.
- Reads communications at meetings.
- Provides reference material for each meeting: the secretary's book; minutes of the previous meeting; lists of committees and committee reports; copies of local, state, and national programs of work; copies of the constitution, bylaws, and the *Handbook*.

Treasurer

- Receives and acts as custodian of chapter funds.
- Collects all state and national dues and is responsible for their disbursement by the appropriate deadlines.

- Keeps financial records current and accurate.
- Devises, with the assistance of the membership and the adviser, appropriate fundraising activities.
- Pays accounts payable as authorized.
- Encourages systematic savings.
- Assists in preparing an annual statement of estimated receipts and expenditures.
- Protects the financial reputation of the chapter by seeing that its obligations are met promptly.

Reporter (or Public Relations officer)

- Develops media lists for chapter mailings.
- Gathers and classifies chapter news.
- Prepares news releases and articles for publication in school and local newspapers.
- Acquaints local electronic and print editors (radio, television, cable, newspaper, etc.) with aims and purposes of the organization.
- Files clippings and pictures of chapter activities and keeps a chapter scrapbook.
- Assists in maintaining a chapter bulletin board.
- Assists with planning and arranging chapter exhibits.
- Prepares and collects news and feature stories of chapter activities for the state newsletter and national publications.

Parliamentarian

- Assists chapter members in understanding the purpose of parliamentary procedure.
- Advises the presiding officer and other chapter members on parliamentary procedure.
- Has reference materials pertaining to parliamentary procedure available for each meeting.
- Watches for significant irregularities in parliamentary procedure and calls them to the attention of the chair.
- Is prepared to explain the effect of any parliamentary irregularities on the rights of chapter members.

Chapter Installation

Whenever possible, the installation ceremony should take place before a large group such as a school assembly, assembly of business students, or a special meeting to which parents and business people are invited. Members of the installation team should be seated on a stage or a raised platform.

Materials Needed:

- Tall candle.
- Candles: white, gray, green, violet, blue, yellow, orange, red.
- Candles may be replaced with other symbolic items (i.e. flowers, colored lights).

Assistant Installing Official: (Standing, reads the goals).

- Develop competent, aggressive business leadership.
- Strengthen the confidence of students in themselves and their work.

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- Create more interest in and understanding of American business enterprise.
- Encourage members in the development of individual projects which contribute to the improvement of home, business and community.
- Develop character, prepare for useful citizenship and foster patriotism.
- Encourage and practice efficient money management.
- Encourage scholarship and promote school loyalty.
- Assist students in the establishment of occupational goals.
- Facilitate the transition from school to work.

Installing Official:

Will the new officers of the (school) chapter of FBLA please rise and remain standing as I announce each office and name. (*Installing officer calls name and title of each officer.*)

You have been chosen from among members at (*name of school*) as officers for the coming year. You have been selected because your members have faith in your ability and confidence that you will fulfill the duties of your office. I challenge you to accept the responsibility that has been given to you. Please raise your right hand and repeat after me.

I, as an officer/ of the (*school*) chapter of FBLA do solemnly promise/ that I will fulfill the responsibilities of my office/ to the best of my ability,/ and that I shall carry them out/ in accordance with the bylaws of FBLA.

(*While lighting the tall candle*) By lighting this candle, I seal the vow you have taken and vest in you the authority of your office.

Installing Official:

Will the newly elected officers of (*school*) chapter of FBLA please come forward as I announce your office. (*Installing official lights white candle.*) Lighting the tallest candle symbolizes the chapter in its entirety with all its members working together. With this symbol we shall charge each officer to do the job for which he or she has been elected.

(*Name of parliamentarian*), parliamentarian. (*Parliamentarian comes forward.*) You have been named parliamentarian of the (*school*) chapter of FBLA. As parliamentarian, it will be your responsibility to monitor all formal chapter meetings so that they are conducted within the framework of parliamentary procedure. Through your efforts, the chapter meetings will be conducted in an orderly fashion, resulting in the efficient disposition of business. Do you accept this responsibility?

Parliamentarian:

I do.

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Installing Official:

I now declare you in the name of FBLA the parliamentarian (*gray candle is lit by white candle.*) This gray candle symbolizes the achievements possible when chapter meetings are conducted in an orderly fashion.

(*Name of historian*), historian. (*Historian comes forward.*) You have been elected historian of the (*school*) chapter of FBLA. As historian, it will be your responsibility to maintain records of the chapter, including a report of activities, awards, and publicity. Through your efforts, people see the progress and activities of your chapter. Do you accept this responsibility?

Historian:

I do.

Installing Official:

I now declare you in the name of FBLA the historian (*green candle is lit by white candle*). This green candle symbolizes the satisfaction that can be derived from preserving the past and recording the present while preparing for the future.

(*Name of reporter*), reporter. (*Reporter comes forward.*) You have been elected reporter of the (*school*) chapter of FBLA. As reporter, your job will be to report meetings and other newsworthy activities of the chapter through the proper channels. Do you accept this responsibility?

Reporter:

I do.

Installing Official:

I now declare you in the name of FBLA the reporter (*violet candle is lit by white candle*). This violet candle symbolizes the inspiration and enlightenment that can be brought by reporting the activities of the FBLA chapter of (*school*).

(*Name of treasurer*) treasurer. (*Treasurer comes forward.*) You have been elected treasurer of the (*school*) chapter of FBLA. In electing you to this office, the members have shown their faith in your business ability and your honesty. Do you promise to keep accurate records of all money received and spent and to present orderly reports upon proper requests?

Treasurer:

I do.

Installing Official:

I now declare you in the name of FBLA the treasurer (*blue candle is lit by white candle*). This lighted blue candle symbolizes the trust and confidence that the members have in your ability to safeguard all funds.

(*Name of secretary*), secretary. (*Secretary comes forward.*) You have been elected secretary of the (*school*) chapter of FBLA. Accepting this office obligates you to be present and keep a record of what takes place at every meeting. Do you accept this responsibility?

Secretary:

I do.

Installing Official:

I now declare you in the name of FBLA the secretary (*yellow candle is lit by white candle*). This yellow candle symbolizes constancy in attendance and in keeping members informed of the chapter's progress.

(*Name of vice president*), vice president. (*Vice president comes forward.*) You have been elected vice president of the (*school*) chapter of FBLA. Your duty will be to assume the responsibilities in the absence of the president. Will you strive to carry out the duties of this office?

Vice President:

I do.

Installing Official:

I now declare you in the name of FBLA the vice president (*orange candle is lit by white candle*). This orange candle is the symbol of the harmony and faithfulness that should characterize your efforts in working with the president to carry out the ideals of the chapter.

(*Name of president*), president. (*President comes forward.*) The members of the (*school*) chapter of FBLA have bestowed upon you a great honor in electing you the president. Your major responsibilities are to lead and encourage this chapter in all its activities. It is your duty to preside at all meetings and see that they are conducted in accordance with the constitution and correct principles of parliamentary practice. Do you accept this responsibility?

President:

I do.

Installing Official:

I now declare you in the name of FBLA the president (*red candle is lit by white candle*). This red candle is the symbol of your duties and obligation to the chapter and its members.

(Addressing members of the chapter.) In your presence, I now declare them officially installed as officers of the (*school*) chapter of FBLA for the coming year. *(Lights are turned out.)* You may be seated.

(The newly elected president is called forward, and with a few appropriate remarks, the installing official presents the gavel to the new president who closes the meeting.)

Program of Work

Successful businesses could not operate without careful planning. They must develop business plans that incorporate well-defined goals and objectives with the necessary action steps and costs.

The successful FBLA chapter takes the time and effort to develop a written plan of action. A realistic program of work outlines the activities planned by the chapter as well as a budget for expected expenses. Program of work forms and ideas can be found in the Chapter Management Handbook, available from the National FBLA office.

State and national programs of work may be used in developing your chapter's program of work.

- *Professional:* invite guest speakers; form panel discussions involving professional members; organize field trips to places of business and industry. Businessmen/women are excellent guest speakers for regular chapter meetings. Their involvement helps to build good relationships between FBLA and PBL and the business community. A chapter officer should call the speaker in advance to obtain information needed to write an introduction. A thank-you note or follow-up letter should be sent to the speaker immediately after the meeting. It is appropriate to give a token of appreciation to the speaker immediately after his/her presentation.
- *Civic:* contribute to the community by becoming responsible citizens; sponsor benefits such as a walk-a-thon for the March of Dimes or a blood drive for the Red Cross; clean up a local park or playground.
- *Service:* prepare and deliver care packages to needy families; entertain the elderly in a nursing home during the holidays; "adopt" an orphan and include him/her in special chapter events; work closely with a national association (i.e., American Cancer Society, etc.).
- *Social:* work hard, play hard! Throw parties, organize dances, play games. Members become more enthusiastic when work and play are combined. Remember, word of mouth is the number one public relations tool.
- *Financial:* funds are a necessity to an organization's success. Raising funds, managing money, and maintaining accurate records are business skills members will utilize daily, both personally and professionally.
- Submit a copy of one of your chapter's activities to *Tomorrow's Business Leader* or *PBL Business Leader* so others can benefit from your ideas. Write follow-up correspondence regarding the activity to key players who aided in accomplishing the activity. Don't forget to photograph activities for publicity and use in competitive events.

SECTION 2: MANAGING THE CHAPTER THROUGH INTEGRATION

Integration

Future Business Leaders of America is one of the delivery systems for action learning in business education in Washington State. Its programs and services on the local, state, and national levels create a forum in which students, educators, and businesspeople learn about one another. As an integral part of the business education curriculum, FBLA develops vocational and career-supportive competencies while promoting civic and personal responsibilities.

Integration Ideas

Career & Technical Student Organizations are integral parts of CTE curricula. They are experiential learning activities organized through schools to provide opportunities for students to learn by doing. As alternatives to traditional classroom activities, Career & Technical Student Organizations offer experiences for students that put them in touch with other students, adults, the world of work, the community, and the nation. The end result of this action learning is to “bridge the gap” between classroom instruction and the world of work in business and industry for students and their teachers/advisers.

Ground Rules for Integration

Follow two ground rules when integrating FBLA into the business curriculum:

1. No additional class time is needed to integrate the activities of FBLA.
2. Not all the students in the classes need to be dues-paying members of FBLA in order to participate in the activities.

FBLA activities replace exercises found in textbooks. All students can benefit from such learning; however, only dues-paying members can participate in regional, state, and national activities.

1. For keyboarding warm-up exercises, supply students with manuscript copy that contains current information about the activities of FBLA.
3. Use “real names” rather than fictitious names when providing students practice letters or dictation. As an example, use the names of national staff, the national officers, state officers, and local officers. Familiarize students with the individuals who are a part of the organization on all levels.
4. Have students not only practice preparing and printing programs and brochures, but have them actually do the planning and printing for FBLA conferences, meetings, and workshops.
5. When students are instructed to “practice” telephone etiquette, have them practice making calls to people associated with FBLA. Assist students in actually placing these calls and asking for information.

6. In developing materials for a financial unit as part of the curriculum, include figures and financial statements related to actual FBLA activities. Students can plan and conduct a fundraising project as part of this financial unit.

Integration Activities

1. Assist students in initiating correspondence as part of the classroom assignment; the correspondence initiated should be part of an FBLA activity or project.
2. Plan an assignment related to parliamentary procedure. Use an FBLA meeting as the means of learning proper business meeting etiquette.
3. Have students develop and maintain a filing system for materials received from the FBLA state and national offices.
4. Make arrangements with employers to interview students in business classes.
5. Format a competitive chapter report on the computer as an assignment in class rather than copying a report from a textbook.
6. Offer an "FBLA Class." Conduct an elective class to encourage students to become further informed about and more actively aware of the goals of the organization and to develop and refine leadership skills.

Professional Leadership Development

Curriculum Integration Guides and Leadership Development Courses of Study. The national association as well as several states have published curriculum manuals integrating FBLA-PBL in business courses.

FBLA-PBL National Chapter Management Handbook. Contains a wealth of information about FBLA-PBL. As far as reading materials goes, it is a must for advisers and chapter officers.

National Publications. FBLA-PBL, Inc. provides chapters with a variety of publications to use in their activities. Of particular value are the national magazines *Tomorrow's Business Leaders* and *PBL Business Leader*. Past issues have been devoted to such topics as "The Job Hunt," "Leadership," "Entrepreneurship," "Human Relations," "Communication," "Time Management," and "Careers." The information contained in the articles on these topics can readily be integrated in many courses in business. Business educators should welcome these supplemental materials and integrate their content in their lesson plans and class discussions. An *Adviser's Guide to Tomorrow's Business Leader* provides teachers with ideas for lesson plans to integrate the current issues of the publication.

Resource Center Chapter Management Tools. The national association offers many additional resources on a complimentary basis or at low cost to chapters.

Policy Statement of the U.S. Department of Education. The U.S. Department of Education reaffirmed its position on the value of Career & Technical Student Organizations, recognizing

“the educational programs and philosophies embraced by the . . . Career & Technical Student Organizations as being an integral part of vocational education instructional programs” and “the concept of total student development as being necessary for all vocational education students to assume successful roles in society and to enter the labor market.”

NACVE Resolution. The former National Advisory Council on Vocational Education passed unanimously on December 6, 1982, a resolution regarding Vocational Student Organizations. It states that “students are given the opportunity to develop, expand, and test the limits of their self-confidence, self-esteem, and motivation through VSO activities . . . “

PCBEE Statement. In 1982 the Policies Commission for Business and Economic Education issued a statement on “The Role of Student Organizations in Business Education.” This document outlines the benefits to students and the responsibilities of teachers, teacher educators, and professional associations and government agencies. It cites Vocational Student organizations as serving “a co-curricular purpose, with projects correlated closely to classroom instruction” while providing “business students with opportunities for leadership training, personal development, and social responsibility, as well as the further development of specific business skills.”

Refer to the national Web site for further resources: www.fbla-pbl.org.

Budget

Once the chapter's estimated expenditures have been itemized, planning can begin on how to raise money.

1. Set your goals.
2. Know your limitations.
3. Plan your strategy.
4. Follow through.

Availability of funds from the school, business department, and/or finance board should be checked first. The school board's policy should be looked into. It is also recommended to submit the chapter's estimated expenditures at budget preparation time to the administration to determine if any funds can be allocated for the current and/or future school year(s).

Contact the state office for professional membership forms. Then vow to use your professional members! A partnership—an exchange between the members and business—can be an excellent method for obtaining funds. The chapter should be willing to assist with special events being held by businesses in return for donations to the chapter.

The *FBLA-PBL Committee Planning Sheet* and *FBLA-PBL Financial Committee Worksheet* can also be used to itemize estimated receipts. It is important to remember that some fundraising activities also have expenses related to them. There are sample forms at the end of this section to aid in developing a budget, especially in relation to fundraising activities.

Once the estimated chapter receipts and estimated chapter expenditures have been itemized on the appropriate forms, the *FBLA-PBL Chapter Budget Form* can be completed.

In addition to the budgeting that must be done, a financial statement should be prepared each quarter.

Excerpts from *Adviser's Chapter Management Handbook*.

Sales Projects

Before conducting a sales campaign, three crucial decisions must be made: *what product to sell, to whom, and when.*

There are basically three choices for product . . . consumable, permanent, or semi-permanent. Consumable items can be sold on an annual basis, while more permanent products like toys, cookbooks, etc., should not be considered on a regular basis. Members should be included in product selection since the sales force will be more enthusiastic about pushing a product they selected.

Suggestions for successful sales products can be found in the *Chapter Activities Section* issue of *Tomorrow's Business Leader*, which is mailed to all chapters in September.

Study the market to match product to buyer. Carefully analyze this market and make realistic sales projections before building an inventory. If possible, take orders before stocking perishable items, such as fruits, Christmas greens, etc. Finally, when moving merchandise, remember that parents, relatives, and fellow students are natural customer prospects.

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 sales activity is just as important as product and market decisions. Careful planning will most likely make these timing decisions. Always allow ample lead time in preparation for the project.

Chapters should address one very key decision with regard to timing. What is the value of the concentrated sales effort versus an unlimited time for sales? The concentrated effort is likely to be the more successful financially and educationally as well. Having two weeks to sell puts everyone to work much faster. Avoid procrastination by building periodic sales goals into the timetable.

There may be times, though, when the unlimited sales period is the best choice. In this case, hold periodic sales rallies to maintain momentum. Develop procedures to minimize the time spent on tracking money and accounting for inventory.

The experience gained in sales projects is as important as raising the money. Manage the project as any other business activity. First, get permission from school administration. Then establish an organization with lines of authority, delegate responsibilities and communicate these to all members. Follow a timetable, adhering to deadlines as closely as possible, and evaluate progress at different stages. Be prepared and be flexible enough to make changes along the way.

An organization chart can establish who takes orders, who maintains inventory, who keeps accounts, who deposits funds, etc. Keep the organization simple and uncomplicated with maybe just a chairman, accountant, sales manager, and promotion manager.

Before the sales force “hits the streets,” a few training and practice sessions are in order. A successful business does not send its sales force out without proper training and complete product knowledge. Role playing can help prepare members to overcome customer objections. Members must be fully prepared before the first sale is attempted.

Incentives or “commissions” can work wonders to motivate the sales force—offer prizes and recognition for effort and results. Check with your ASB office regarding specific rules.

The job is not over when the final dollar is counted. Often neglected, program evaluation is a valuable educational experience. This process will help the chapter plan and conduct more successful events in the future.

From the outset, evaluation should be built into various planning and schedule checkpoints throughout the course of the project. Someone should track the project as it progresses—recording how it was organized, methods for promotion, any problems that arise as well as particular success stories to note. The evaluation can close with suggestions for future projects of a similar nature.

Sales Projects as a Learning Experience

1. *Students will learn time management.*

Success in many ventures is based on proper utilization of time, and this will be alluded to in instructing students. Make assignments so that students learn to organize their schedule of activities. Students should have opportunities to work according to their schedule to prove the value of scheduling time.

2. *Students will learn to establish goals and methods of achieving them.*

In determining the reasons and needs for a sales project, students will establish class goals. They will also establish financial and time goals for their fund raising. Once they have established these goals, help them in understanding and carrying out activities to achieve their goals.

3. *Students will learn to work as members of a team and to achieve common goals.*

Instruction and activities of the project will emphasize teamwork and the importance of the individual to the success of the team’s goals. This learning factor will be reinforced throughout the activity as various projects are conducted

4. *Students will learn basic accounting procedures.*

Basic instruction should be given to all students on keeping records, the value of bookkeeping, and the need for consistent record keeping. Further, students should be given budget sheets which they will keep. These activities should be valuable stimulus for a student to realize the necessity for personal income record keeping.

5. *Students will learn the basics of selling and communication.*

As part of basic instruction, students will be taught areas of selling, including: prospecting, product information, sales approach, overcoming objections, close of a sale, and follow up. These tools will be practiced during the course of the project. The aspects of selling involve use of communication techniques which will prove beneficial in building confidence and self-identity.

6. *Students will learn logical and creative thinking processes.*

Students will learn valuable information about their product, their organization, and their program of work. They will be prepared to make presentations of their activities by demonstrating organization of thought and planning in a logical and sequential order.

7. *Students will be motivated and enjoy their success.*

Planning and implementing a successful sales project is motivational and exciting. Achieving well-planned goals is a result of student participation in CTSOs.

Selecting a Sales Project

Chapter members should consider the following questions in their selection of a sales project:

1. Does the activity or product provide adequate opportunity to raise the needed funds?
2. What pitfalls are possible through the activity, i.e., a dance requiring the payment of the band, which could be larger than the ticket sales?
3. Does the activity meet school district guidelines? Check with school and district administrations to make sure you have all information on district policy as well as city ordinances.
4. Are there readily available additional products from the companies suggested? This is a most important consideration as it is difficult to determine potential sales and the availability of additional materials and timelines in acquiring them when needed.
5. Is there an opportunity for the group to return unsold items? This should be carefully studied as some products cannot be returned and, the group could have the frustrating experience of having their profits not be dollars, but products. Be sure to check shipping costs as these could reduce your profits.
6. Is the item that you are picking also available on the retail market and if so, is it competitive?

7. Is the product or activity to be conducted popular with most members? It is more important the students are motivated toward the sale of a specific item because it insures the greatest response. One way of checking student acceptability to a product is to have several products to choose from, possibly even with sample items, and having members vote. The mechanism of choosing the product and the vote is most important to the ultimate success; therefore, the day of the vote every possible consideration should be given to a well-planned and motivational activity which will have the students most excited to carry out the sale activity.
8. Is the percent of profit adequate to the number of items sold and the amount of money needed for the group's activities? In choosing the product, you must also consider the percent of profit to the chapter. Frequently items, although most attractive to the members, carry such a small profit that you would have to sell an inordinate amount of the product to make sufficient profit.
9. Does the product or activity coincide with a compatible time for the school or community calendar? Check the items to be sold against whether it is being sold by other organizations within the community. Further, some investigation should be given to the timing of the activity compared to other school or community activities. Some sales projects have ended in disaster simply because other organizations were in direct competition.

Sales Incentives

Incentive is a vital aspect of any activity such as sales projects. It should not be so costly as to endanger the ultimate goal (sufficient income for the program of work), nor should the structure be so designed as to reward only the top quantity salespeople.

Properly designed, the incentive structure should stimulate sales, reward students for consistency, reinforce regular turn in of funds. It should also reflect your chapter's goals.

1. *How do you determine how much to spend?*

There is no specific rule for this. However, an accepted rule of thumb is 10 percent of the project retail sales figure, i.e., \$1,800 anticipated sales would allow \$180 to be allocated for prizes.

2. *What prizes do you give?*

Set up a committee; generally they can advise you of what incentives would appeal to students in your school. Brainstorm for incentive ideas, keeping in mind prizes that are FBLA related, i.e., member items or a trip to state or national conference with expenses or registration paid.

3. *Where do I get prizes?*

Many times a local merchant will provide you with a discount or even donate some items. You might also seek a wholesaler for your purchases. First, check with your ASB for policies

regarding spending money for prizes or accepting donations.

4. *What criteria should I use for number and reasons for incentive structure?*

Usually, one daily or weekly prize times the number of days or weeks for the activity. Then, three major prizes for first, second, and third for most sales.

5. *Sample—Outline for incentive structure:*

One prize for each day or week—Top three in sales for each class (or chapter) put their names in a drawing. At the end of the day or week, draw a name and prize.

First, second, third place volume sales—At the end of the project, present major prizes for the highest volume of sales.

This incentive structure rewards students for daily or weekly sales. Further, it encourages members to turn in money regularly. It keeps from discouraging members who have little opportunity to win the volume awards. It also recognizes those students who sold the most.

Daily or Weekly Drawings

Inevitably, one or two persons will far outsell others, creating a sense of “what’s the use, I can’t win.” While it is important to reward members for volume sales, it is recommended that you also recognize daily or weekly sales.

Put the names of the top three to five sales persons each day from each class (or the entire chapter) into a hat and draw a name for the daily or weekly prize.

If you want to further the excitement about the drawings, let the student whose name is drawn choose from the prize list. If there are several “special” prize items, this will create further motivation.

Goal Setting

Sales projects can become tedious because the students lose sight of their goals. If goal levels are established that relate to various items of the program of work, members will have a sense of accomplishment when a sub-goal is reached and maintain a sense of enthusiasm for achieving the final goal. For example: (Based on retail sales—cost of products to be subtracted to show actual cost of activity.)

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	Amount Needed	Goal	Current
S	2020	Delegates to national conference	750
	1800		
A	1400		
	1270	Adopt-a-child	200
L	1070	Fees for delegates to state conference	370
	1000		
E	700	Community activity	150
	600		
S	550	Field trip to Washington, D.C.	
	200	Cost of prizes	200

Progress Barometer

Draw a progress barometer to keep up with sales efforts and keep students abreast of their successes. The board should list prizes and names of the students after winners are named, and should be posted in an area easily accessible to students.

	_____ (Today's Date)
<div style="border-left: 1px solid black; border-right: 1px solid black; padding: 5px;"> 2500 1600 1200 1000 600 200 </div>	<p>DAILY PRIZE WINNER</p> <p>_____</p> <p>Today's Prize: _____</p> <p>1st Prize: Trip to State Business Leadership Conference</p> <p>Leader: _____ (Name) _____ Amt. Sold: _____</p> <p>2nd Prize: Portable TV</p> <p>Leader: _____ (Name) _____ Amt. Sold: _____</p> <p>3rd Prize: AM/FM Radio</p> <p>Leader: _____ (Name) _____ Amt. Sold: _____</p>

Community Service

Combining the definitions of “community” and “service” from *The New Merriam-Webster Dictionary*, we find the derivative of community service to be “helping a body of people living in the same place under the same laws.” Not only does FBLA take part in service projects to benefit the community, but we also take advantage of the leadership opportunities to be learned and the organizational skills planning such projects develops.

Here are some ideas generated during integration seminars with students across our state. These are just a few of the thousands of possibilities. Explore and share your successes with other chapters and the state office!

1. Donate money to the March of Dimes.
2. Community clean-up project.
3. Adopt-a-family for a holiday.
4. Homeless lunches.
5. Collect for Goodwill.
6. Hygiene kits.
7. Adopt-a-school.
8. Adopt-a-highway.
9. Canned food drives.
10. Visit a children’s hospital.
11. Community Christmas caroling.
12. Donate time to a community organization.
13. Clean a creek, river, lake.
14. Free car wash.
15. Plant a tree.
16. Giving tree.
17. Habitat for Humanity.
18. Blood drive.
19. Help fire victims for fire department.
20. Paint buildings or benches.
21. Help at a family shelter or retirement home.
22. Soup kitchens.
23. Tutoring.
24. Toys for Tots.
25. Literacy programs.

Public Relations

Ways to Generate Public Relations

1. Use name tags, pins, T-shirts, blazers, or sweaters to identify FBLA-PBL members.
2. Publicize upcoming events. You may wish to develop a listing of local news media.
3. Develop and distribute literature about FBLA-PBL and the business program.
4. Present programs about FBLA-PBL and about the business program to civic and service groups in the community.
5. Develop promotional exhibits around school and community.
6. Display materials about FBLA-PBL in and out of school—superintendent’s office, Chamber of Commerce, local businesses, etc.
7. Provide pictures of FBLA-PBL activities for school yearbook.
8. Set up bulletin board and showcase displays of chapter awards and projects.
9. Develop spot announcements, interviews, and question/answer discussions for local radio and television.
10. Provide photographs, news releases, editorials, feature stories, and letters to the editor for school and community newspapers.
11. Make announcements about FBLA-PBL and the business program in daily bulletin to student body.
12. Invite community resource people to FBLA-PBL chapter meetings, banquets, and business education classes.
13. Invite community resource people to participate on steering or advisory committees.
14. Distribute certificates of appreciation to individuals who contribute to FBLA-PBL and the business program.
15. Provide token of appreciation for school and community secretaries.
16. Communicate with public officials by writing and visiting your elected officials.³

³*Adviser’s Chapter Management Handbook*

Chapter Constitution and Bylaws

Each chapter, upon application to establish a charter, must submit a constitution and bylaws to the national office. Samples of these two documents can be found in the *FBLA-PBL Chapter Management Handbook*.

Meeting Agendas

Well-planned and regular meetings maintain members' interest, ensure participation, and promote chapter goals. Meetings are held to conduct or present a specific program and should be meaningful to members.

An agenda should be prepared for every meeting and distributed to each member. An agenda is the framework for the meeting and may look something like this:

1. Call to Order (*by president or chair*)
2. Opening Ceremony (*optional*)
3. Roll Call of Members
4. Approval of Minutes of Previous Meeting
(*The minutes should have been distributed to the members prior to this meeting. The secretary may read.*)
5. Officers' Reports
6. Unfinished Business
7. New Business (*should be itemized*)
8. Announcements
9. Adjournment

Budget Worksheets

FBLA FINANCIAL COMMITTEE WORKSHEET

20 ____ -20 ____

Committee _____	Committee _____
_____ \$ _____	_____ \$ _____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
Total \$ _____	Total \$ _____

Committee _____	Committee _____
_____ \$ _____	_____ \$ _____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
Total \$ _____	Total \$ _____

Reprinted from *Adviser's Chapter Management Guide*.

SECTION 3: CONFERENCES

Conferences

Deadlines are crucial when registering for conferences and competitive events. Deadlines are based on the date of postmark or date of receipt.

As soon as you decide to charter or reactivate a chapter, you should start planning which conference(s) your chapter will attend and which competitive events your students will enter.

3. Attending an FBLA-PBL conference can be one of the most effective ways to generate enthusiasm and motivate members. However, conference attendance must be carefully planned well in advance.
4. Each region in Washington State hosts a fall leadership conference. This conference is held in a school, hotel, or conference center within the region and is intended to give newly elected local officers, members, and potential members an opportunity to become familiar with FBLA and its activities.
5. National Fall Leadership Conferences (NFLC) take place in three to five locations across the United States. Students and advisers share ideas and reaffirm common goals while participating in professional development and career opportunity workshops. Participants gain a better understanding of the organization at the local, state, and national levels. The *NFLC Guide*, which includes information and registration forms, is mailed in late summer to local chapters. Conference information can also be found on the National Web site at www.fbla-pbl.org
4. Winter regional conferences are one-day conferences held during February or March. The focus is on competitive events in preparation for State Business Leadership Conference (SBLC). Most regions also offer workshops and keynote speakers at this conference.
5. State Business Leadership Conference (SBLC) is conducted annually in the spring when state competitions, election of state officers, and leadership development workshops are held. The top state winners then compete on a national level at the National Leadership Conference (NLC).
6. The NLC annually concludes the year's activities and sets the stage for the upcoming school year. The FLBA-PBL NLCs are held each summer in a major American city, where members get involved in business-related and leadership development workshops, tour business and corporate facilities, elect national officers, and participate in national competitive events.
7. The Institute for Leaders, a national annual summer event, is an in-depth training session for newly-elected national officers, state officers, local officers, members, and their advisers. This seminar prepares student leaders to assume their elected responsibilities. The meeting is held as part of the National Leadership Conference. Attendance is optional and tuition-based.

Conference Overview

FBLA has several conferences throughout the year hosted by the regional, state, and national levels.

National Fall Leadership Conference (NFLC)

NFLC is a two-day conference hosted by the national office during October/ November.

National Leadership Conference (NLC)

NLC is a four-day conference hosted by the national office during June or July. The conference includes such areas as workshops, competitive events, and national officer elections. FBLA members may attend to participate in the conference. The top two winners in written events and the top winner in performance events from each state are eligible to compete. Open testing events are also available to members. Since some event guidelines vary from state to national level, it is best to check the National Competitive Event Guidelines before competing. State events such as Creed, Chapter Scrapbook, and Graphic Design do not qualify for NLC. This conference generally rotates among major American cities.

FBLA-PBL Institute For Leaders (IFL)

IFL is a two-day seminar hosted by the national office during NLC. It provides advisers, local and state officers, and members the opportunity for professional training.

State Business Leadership Conference (SBLC)

SBLC is a three-day conference hosted by the state during April. The location rotates annually between the east side and west side. The conference includes such activities as workshops, competitive events, and state officer elections. Registration materials are e-mailed via the state office listserv and posted on the Web site in January. To subscribe to the listserv, send an email to fblalist-subscribe@yahoogroups.com.

State Leadership Conference Preparation

1. Post the SBLC dates early in the year. Include SBLC when promoting FBLA.
2. Following Winter Regional Conference, schedule a meeting for SBLC potential participants. Include general information on the agenda:
 - a) Dates and general times for departure/return.
 - b) Cost.
 - c) Deadline for SBLC registration and hotel reservations.
 - d) Deadline for payments (depending on adviser preference).
 - e) Conference activities.
 - f) Conference expectations and consequences.
 - g) Event participation options for students.
 - h) Conference packet with permission forms and general information for interested students.
3. Clear conference attendance through building administrator.

4. Get purchase orders completed early to avoid delays.
5. Complete SBLC online registration online at www.wafbla.org.
6. Follow registration instructions carefully and do not miss postmark deadlines for hotel or conference materials (reports, applications/resumes, etc). Walk paperwork personally to mailbox. Do not depend on school mail!
7. Arrange transportation
8. Send a reminder memo to students the week prior to conference about what students need to bring.
9. Provide faculty and staff with a list of participants, giving appropriate notice.
10. Collect supplies and equipment to bring to conference (see guidelines).
11. Arrange for additional chaperones, if needed. There should be one chaperone for every ten students. Discuss expectations of chaperone prior to leaving for conference. Provide chaperones with same information as students. Chaperone-to-student ratio of one to ten will be checked by the state office.
12. Register students online for competitive events—be sure to follow guidelines. Be sure student dues were paid by deadline.
13. Make students responsible for studying the guidelines for their events.
14. Be sure that students entering events have not placed first in state, or competed nationally in their events in prior years.
15. Discuss hotel and elevator etiquette.
16. Provide students with a general itinerary.
17. Read all entry and registration materials carefully and thoroughly. Check your e-mail regularly for conference updates.

At the Conference

1. Request all students unload luggage in one area out of the flow of traffic in hotel. Ask students to wait together while you register at front desk or designated area.
2. Register with conference. Remember to schedule or check times for Job Interview, Creed, Public Speaking, etc.
3. Meet with students in designated room prior to conference activities. Review conference expectations. Distribute conference packets to students and have students write times and places to meet as a group. May also have students identify the times for their competitive events.
4. Attend adviser meeting.
5. Help with conference as a receptionist, time keeper, dance chaperone, or other necessary areas.

Student Expectations at SBLC

1. Follow Code of Conduct.
2. Wear identification wrist bracelet at all times. Wear name badge only for conference activities. Do not wear name badge outside of conference facilities.
3. Be in designated places at designated times.
4. Dress in business attire when participating in conference activities or when in conference areas.
5. Remember hotel and elevator etiquette, especially be considerate of your noise level in the hallways at all times.
6. Be respectful of others, especially other hotel guests.
7. Attend workshops as specified by chapter adviser.
8. Compete in events as registered. Arrive to event early. Return equipment and supplies to adviser.
9. Follow adviser requirements about males and females being in each others' rooms.
10. Follow adviser requirements about leaving hotel and conference activities.
11. If leaving conference facilities, inform adviser or designated chaperone. Be in groups of three or more. Do not leave any student alone.
12. Do not use hotel aquatic facilities (pool, hot tub, Jacuzzi).
13. Network with other students.
14. Be in assigned room by curfew.

Fall Regional Conference

Fall Regional Conference is a regional one-day conference hosted by the state vice president in each region and regional adviser. This conference is held during October or November. It provides members with an opportunity to learn more about business and FBLA, while meeting new people. At Fall Regional Conference, the advisers generally attend a meeting to discuss regional and state issues.

Fall Regional Conference Preparation

1. Know the conference date.
2. Publicize the conference date to your membership.
3. Publicize the registration deadline date.
4. Clear conference attendance through a building administrator.
5. Complete registration materials by the stated deadline date and mail/fax to regional adviser or designee on time. Be sure purchase order and check requests are made in advance.
6. Arrange for transportation. Submit paperwork for bus, van, or car as soon as possible. If you plan to transport chapter members yourself, be sure to check district policy.

7. Provide faculty and staff members with a list of participants, giving appropriate notice.
8. Arrange for one chaperone for every fifteen students. Discuss expectations of chaperones prior to leaving for conference. Consult WIAA guidelines.
9. Recruit participants. Ask each business teacher to announce the conference to his or her students. Include Fall Regional Conference as a chapter meeting agenda item as soon as information is received.
10. Distribute Fall Regional Conference packet at a chapter meeting and have it available for students who were unable to attend. The packet should include a letter to the parents explaining the conference, the dress code, school permission slip, and FBLA Code of Conduct. Give a deadline for returning the packet and paying registration fee.
11. Hold a chapter meeting for students attending Fall Regional Conference. Discuss student expectations at conference and the consequences if they do not meet these expectations.

Fall Regional Conference Student Expectations

1. Dress in business attire (refer to dress code).
2. Behave in a professional manner at all times. Students are a reflection of their chapter and school. (This includes being a good listener. Do not talk when a speaker is talking.)
3. Be respectful of others (including other chapter advisers).
4. Attend and participate in all workshops and opening and closing sessions.
5. Understand times to meet as a group: 1) where and when to meet as a chapter for opening and closing sessions, 2) where to meet following conference.
6. Network with other students. Meet members from other schools.

Winter Regional Conference

Winter Regional Conference is a regional one-day conference hosted by the state vice president in each region and regional adviser. The conference is held during February or March. It provides members with an opportunity to test their business skills and knowledge through competitive events, learn more about business through workshops, and meet other FBLA members within the region. It is the responsibility of the local adviser to register only members in competitive events who have paid their dues by the stated dues deadline.

Winter Regional Conference Preparation

1. Know the conference dates.
2. Clear conference attendance through a building administrator.
3. Publicize the conference date to your membership.
4. Publicize the registration deadline date.
5. Complete registration materials by the stated deadline date and mail/fax to regional adviser or designee on time. Be sure purchase order and check requests are made in advance.
6. Be sure each participant paid dues by the stated dues deadline.

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7. Be sure participants did not sign up for more than one event per session.
8. Be sure pre-conference testing dates are met. Make necessary pre-conference testing arrangements.
9. Be sure to return materials as requested.
10. Be sure competitive event guidelines and regional adviser requests are followed when submitting event materials (Job Interview and Future Business Leader materials are submitted in triplicate!).
11. Arrange for transportation. Submit paperwork for bus, van, or car as soon as possible. If you plan to transport chapter members yourself, be sure to check district policy.
12. Recruit participants. Ask each business teacher to announce the conference to their students. Include Winter Regional Conference as a chapter meeting agenda item as soon as information is received.
13. Distribute Winter Regional Conference packet at a chapter meeting and have it available for students who were unable to attend. The packet should include a letter to the parents explaining the conference, the dress code, school permission slip, and FBLA Code of Conduct. Give deadline for returning the packet and paying registration fee.
14. Hold a chapter meeting for students attending Winter Regional Conference. Discuss student expectations for conference and the consequences if they do not meet these expectations.
15. Provide a list of participants to faculty and staff, giving appropriate notice.
16. Arrange for additional chaperones, if needed. There should be one chaperone for every fifteen students. Discuss expectations of the chaperone before leaving.
17. Begin preparing students in January for events in which they know they will compete.
18. Provide students with a copy of the competitive event guideline for each event in which they are competing.
19. Send registered participants a memo a few days prior to conference reminding them of general information: departure time, dress code, and what to bring.
20. Collect supplies and equipment to bring to conference.

Winter Regional Conference Student Expectations

1. Dress in business attire (refer to dress code).
2. Act in professional manner. You are a reflection of your chapter and school. (This includes being a good listener. Do not talk when a speaker is talking.)
3. Be respectful of others (including other chapter advisers).
4. Attend and participate in all workshops and opening and closing sessions.
5. Give your best, and your own, effort for events in which you are registered to compete.
6. Understand times to meet as a group: 1) where and when to meet as a chapter for opening and closing session, 2) where to meet following the conference.
7. Network with other students. Meet members from other schools.

8. Make sure to turn in all supplies and equipment to the adviser. The student is responsible for doing this.

Following Conference

1. Publicize winners to administrators, advisory committee, school, and community.
2. Begin publicizing for State Business Leadership Conference.

Competitive Events Overview

In entering competitive events at the Winter Regional Conference or State Business Leadership Conference, there are a few things you will find helpful.

All entry information is in your *Competitive Event Guidelines*. See the guidelines for each particular event(s). Remember that some events are not typically held at the regional level, i.e. reports, parliamentary procedure demonstrations, etc. Contact your Regional Adviser if you're in doubt.

For all written events at the Regional Winter Conference:

1. You need your own #2 pencils. Bring a sharpened supply.
2. A Scantron sheet will be given to you to shade in the correct answer. #2 pencil lead is the only mark the machine will read. Erasures are allowed if they are neat.
3. You will be told when to begin. Do not open the test until you are instructed to do so.
4. Tests are up to one hour in length.
5. Testing for SBLC will be done on computers at your home school prior to SBLC.

Written Events

(Bring #2 sharp pencils for use with Scantron sheets [for Regional Winter Conference].)

1. Accounting I
2. Banking & Financial Systems
3. Business Calculations
4. Business Communication
5. Business Law
6. Business Math
7. Business Procedures
8. Computer Problem Solving
9. Cyber Security
10. Economics
11. Entrepreneurship (team of 3; see also performance events)
12. FBLA Principles and Procedures (grades 7–10 only)
13. Future Business Leader (see also performance events)
14. Global Business
15. Help Desk
16. Introduction to Business
17. Introduction to Business Communication (grades 7–10 only)
18. Introduction to Parliamentary Procedure (grades 7–10 only)
19. Introduction to Technology Concepts (grades 7-10 only)

20. Management Decision Making
21. Management Information Systems
22. Marketing
23. Network Design
24. Networking Concepts
25. Parliamentary Procedure (see also performance events)
26. Personal Finance
27. Sports Management
28. Technology Concepts

Skill Events (home-site tests)

(All skill events except Graphic Design include a written objective test at State Business Leadership Conference.)

1. Accounting II
2. Computer Applications
3. Database Design & Applications
4. Desktop Publishing (team of two)
5. Spreadsheet Applications
6. Word Processing I
7. Word Processing II

Performance Events:

(Check guidelines for specific requirements.)

1. Banking and Financial Systems (team of 2-3)
2. Business Ethics (team of 2-3)
3. Business Presentation (Individual or team of 2-3)
4. Client Service (Individual)
5. Creed (grades 7-10; not a national event)
6. Emerging Business Issues (team or 2-3)
7. Entrepreneurship (team of 3; see also Written Events)
8. Future Business Leader (see also Written Events)
9. Global Business (team of 2-3)
10. Help Desk (Individual)
11. Impromptu Speaking (Individual)
12. Job Interview (Individual)

13. Management Decision Making (team of 2-3)
14. Management Information Systems (team of 2-3)
15. Network Design (team of 2-3)
16. Parliamentary Procedure (team of 4 or 5; see also Written Events)
17. Public Speaking I (Individual)
18. Public Speaking II (Individual)

Reports

(Must be submitted by SBLC registration deadline. Check guidelines for specific details.)

1. American Enterprise Project (includes oral report at SBLC)
2. Business Financial Plan (includes oral report at SBLC)
3. Business Plan Project (includes oral report at SBLC)
4. Community Service Project (includes oral report at SBLC)
5. Computer Game & Simulation Programming (includes oral report at SBLC)
6. Desktop Application Programming (includes oral report at SBLC)
7. Digital Video Production (includes oral report at SBLC)
8. E-business (includes oral report at SBLC)
9. Electronic Career Portfolio (no presentation)
10. Graphic Design (includes oral report at SBLC)
11. Job Interview (includes oral report at SBLC)
12. Local Chapter Annual Business Report (includes oral report at SBLC)
13. Partnership With Business Project (includes oral report at SBLC)
14. Web Site Development (includes oral report at SBLC)
15. Charitable Contribution Narrative (no presentation)

Recognition Awards

(Check guidelines for (state or national) specific details.)

1. Businessperson of the Year
2. Gold Seal Chapter Award of Merit
3. Largest Local Chapter Membership
4. Largest Percentage of Local Chapter Membership
5. Local Recruitment of Chapters
6. Local Recruitment of Professional Members – Largest Membership
7. Largest Percentage of Professional Membership
8. Member of the Year
9. Outstanding Local Chapter
10. Outstanding Local Chapter Adviser
11. Who's Who in FBLA

Sample Tests—Written Events

General Instructions for Scantron Tests

- Complete the information requested on the answer sheet. Print your NAME on the first line following the word NAME. On the SUBJECT line, write the name of the event: ACCOUNTING I. On the DATE line, write the name of your school. Following the word HOUR, give the number on your test.

DO NOT OPEN THE TEST UNTIL GIVEN PERMISSION TO DO SO.

- All answers will be recorded on the answer sheet.
- Read each question carefully before answering. When you have decided which answer is correct, find the space on the answer sheet following the number of the problem. With a pencil, BLACKEN THE ENTIRE SPACE in the proper column. Do not make any other pencil marks on the answer sheet as the scoring machine will reject it.
- Be sure you have a #2 pencil with an eraser. If you wish to change an answer, be sure to erase completely and thoroughly.
- You are allowed a maximum of one hour for writing the test.
- If you are given TRUE/FALSE questions, answer TRUE questions in the A column and FALSE questions in the B column.

Accounting I & II

For both Accounting events, you should know various accounting terms, such as, but not limited to:

1. Capital.
2. FICA.
3. Equity.
4. Gross/net income.
5. Control account.
6. Income statement.
7. Income summary.
8. Liabilities.
9. Profit and loss.
10. Fiscal year/calendar year.
11. And more...

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Sample Questions

True or False:

1. The total amount owed to all creditors is summarized in a single general ledger account.
2. A lost check with a restrictive endorsement can be cashed by anyone finding the check.
3. The tax that the United States Government places upon its citizens is called an income tax.
4. An increase in an owner's capital account is recorded as a debit.

Multiple Choice:

1. The credit side of any expense account is the (a) side opposite the balance side, (b) increase side, (c) debit side, or (d) none of these.
2. Which of the following is the most useful aid to the accountant in preparing closing entries, (a) ledger, (b) financial statements, (c) work sheet, or (d) none of these.
3. An account number written in parentheses under a cash journal's column total shows (a) the total is to be posted at the end of the next month, (b) the total has already been posted, (c) the total needs to be posted, or (d) none of these.
4. A financial statement showing revenue, expenses and net income or net loss of a business is called (a) a work sheet, (b) a balance sheet, (c) an income statement, or (d) none of these.

Business Calculations

Questions are all multiple choice and require calculations. Use of a hand-held pocket calculator is permitted.

Sample Questions:

1. Sally Jones owns 50 shares of BP Oil common stock, par value \$100. If the corporation declares a 5 1/2 percent dividend, what is the total dividend Sally should receive?
 - a. \$550.
 - b. \$500.
 - c. \$275.
 - d. \$250.
 - e. None of the above.
2. A retailer purchased goods for \$3,865 and sold them for \$4,392. Operating expenses were \$712. What was the retailer's net loss on the transition?
 - a. \$527.
 - b. \$185.

- c. \$3,680.
 - d. \$3,153.
 - e. None of the above.
3. For a three-month period, a student received \$10.50 interest on a savings account of \$600. What annual percent of interest did this savings account pay?
- a. 5.25%.
 - b. 6%.
 - c. 6.5%.
 - e. 7%.
 - e. None of the above.
4. Forty-five percent of what number is 382.5?
- a. 172.125.
 - b. 585.75.
 - c. 666.67.
 - d. 850.
 - e. None of the above.

Sample Instructions—Skill Events

Computer Applications

You will be asked to complete problems in the following areas. Equipment and software will be used. You should have access to pencils, software templates, dictionaries, and word division manuals. No other reference materials are allowed, except for the FBLA Format Guide.

Word Processing: You will produce letters, memorandums, tables, reports, or other type of word processing problems.

Database: You will create a database and apply various functions such as searching and replacing.

Spreadsheets: You will complete a spreadsheet grid and apply various functions such as move, combine, format, etc. In addition, you will be responsible for creating and applying formulas.

Graphs: Various graphs may be used such as bar, line, pie, exploded pie, or stacked bar.

Accurate proofreading is essential. Results will be based on accuracy of printed copy. Problems will be weighted according to difficulty and may be completed in any order.

See *Competitive Event Guidelines* for further information.

Word Processing I

This test is given at the regional, state, and national levels. These are home-site tests, unless otherwise notified. You should have access to pens, pencils, erasers, correction materials,

dictionaries, or word division manuals on the day of your test. You will not be allowed to borrow items from anyone else. Reference manuals are not allowed, except for the FBLA Format Guide.

This test consists of eight problems consisting of, but not limited to, the following:

1. Invitation.
2. Memorandum.
3. Table
4. Report.
5. Title Page.
6. Letter.

Your work will be judged based on the FBLA Format Guide, which can be found on our Web site at www.wafbla.org.

Word Processing II

General guidelines are the same as Word Processing I. Specific requirements of this event include:

1. Mail merge.
2. Block and move.
3. Search and replace.
4. Headers and footers.

See *Competitive Event Guidelines* for further information.

Sample Instructions—Performance Events

Creed

(State Event Only)

This event is open to members in grades 7 through 10 only. It is designed to give these members a greater understanding of the FBLA creed and an opportunity to speak before groups.

The participant will introduce himself or herself and give his or her chapter name to the judges. The creed will be recited orally from memory. No notes are allowed. Upon completion of the oral recitation, the student will be asked to answer questions from the judges as to interpretation and meaning of the entire creed or portions of the creed.

Participants will be judged on aspects of:

1. Delivery of creed.
2. Stage presence.
3. Power of expression and effect.
4. Correctness of creed.
5. Response to questions from judges.

Impromptu Speaking

Participants will be given a topic relating to FBLA goals, activities, and/or current programs when they check in with the receptionist. They will be directed to a preparation room and will have ten minutes to prepare a speech. A note card will be provided.

Notes made during the preparation time may be used in the speech. The note card must be given to the judge at the conclusion of the speech.

Each speech should be **four minutes in length**.

Fifteen finalists will be chosen from preliminary speakers. Finalists will be given a different topic for final speeches.

Public Speaking I & II

1. Participants may use index cards when presenting the speech. The cards must be turned in to the event administrator at the conclusion of the speech.
2. No visual aids may be used.
3. A lectern will be available and may be used if desired. No microphone may be used.
4. Public Speaking I speeches should be four minutes in length. Public Speaking II speeches should be five minutes in length.

5. Fifteen finalists will be chosen from the preliminary speakers. The same speech will be used for finals.

Entrepreneurship

(Teams of 3)

This test is composed of two parts: a written objective test and a decision-making problem (case study). The decision is presented by the team to a panel of judges.

Written Test:

The entire team must take the test and will be allowed to collaborate on test answers. Questions will be based on principles of business ownership and management, business planning, community/business relationships, legal issues, initial capital and credit, asset protection, computer applications, personnel management, financial management, marketing management, and government regulations.

Case Study:

At the state and national levels, the 15 highest scoring teams will be selected to perform in the case study. A team will consist of two or three members.

The case study will consist of a problem encountered by entrepreneurs in one or more of the following areas:

1. Business planning.
2. Human relations.
3. Financial management.
4. Marketing.

All of the questions raised in the case must be addressed during the oral presentation, and all team members are expected to participate.

Preparation time will be given prior to the performance. Index cards will be supplied to participants and may be used during the oral presentation. No reference materials may be used.

Oral presentations will be judged on content and delivery.

Job Interview

The following must be submitted in three letter-size manila folders to the state office by the State Business Leadership Conference registration deadline:

1. Three copies of participant's one-page letter of application.
2. Three copies of participant's brief résumé (not exceeding two pages).
3. Three copies of participant's completed typed application form.

One copy of the letter of application plus one copy of the application form plus one copy of the résumé = one SET of materials. One set must be placed in one standard file folder for a total of three file folders and labeled correctly.

Check conference registration material for name and address for letters of application. Regional, state, and national addresses may differ.

This event consists of two parts: application process and interview.

Application Process

Each participant will complete a job application online prior to the State Business Leadership Conference. *No exceptions will be made.* This application will be sent together with the participant's letter of application and resume.

Interview

Each participant will be scheduled for a ten-minute preliminary interview and the times will be posted on the Washington State FBLA Web site prior to SBLC. Each participant's scores will be averaged from:

1. Job application form.
2. Letter of application and résumé.
3. Interview with a personnel professional.

Fifteen finalists will be chosen for a final interview of 15 minutes each.

See *Competitive Event Guidelines* for further information.

Parliamentary Procedure

This event consists of two parts: objective test and performance. Each chapter may enter one team of four or five members.

Objective Test

This is a one-hour written test. There are questions based on parliamentary procedure according to *Robert's Rules of Order Newly Revised, 1990*, and questions concerned with provisions of FBLA bylaws. A team score is determined by averaging scores of all members. The fifteen teams with the highest scores will be scheduled to perform before a panel of judges.

Performance

All members of the fifteen teams will meet for instructions and assignment of times. Twenty minutes before performance, the team will be given an envelope containing five copies of the problem to be distributed to each member. This time may be used to consider team's procedure. All classes of motions—main, subsidiary, privileged, incidental, and motions that bring a question again before the assembly—must be demonstrated.

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Performances must include presentation of the procedures used in a complete regular meeting of the chapter from the time the meeting is called to order until adjournment. Items designated in the problem must be included in the appropriate order of business, but other items should also be taken up during the meeting. Performance time may be from nine to eleven minutes.

The following items may be taken into the preparation room:

1. Copies of the problem given to you for consideration.
2. One copy of an agenda.
3. Treasurer's report.
4. Minutes from a preceding meeting.
5. Robert's Rules of Order (allowed in the preparation room only).

See *Competitive Event Guidelines* for further information

SECTION 4: RUNNING FOR STATE OFFICE

Running for State Office

Expectations of State Officers

Each FBLA state officer is an important member of the governing body of the statewide organization and non-profit corporation of Washington State Future Business Leaders of America. This person has a responsibility, as well, to each member and adviser within Washington State FBLA. Officers address many issues during the year and make many decisions affecting over 5,000 FBLA members in our state. It is of utmost importance that the officer candidate is very serious about these responsibilities as his or her actions could impact the future of FBLA.

According to our bylaws, Article VII, *Officers and Qualifications*, the elected officers of this association are president, secretary, public relations officer, and vice presidents as determined by regions established by the board of directors. The parliamentarian is appointed by the president upon approval of the Executive Leadership Committee following interviews conducted at the State Business Leadership Conference. Parliamentarian candidates must submit applications and take the Parliamentary Procedure test prior to State Business Leadership Conference.

Qualifications for office are:

1. A candidate must be an active member.
2. Candidates for state secretary must possess a keyboarding skill by the end of the current school year and be able to take minutes accurately.
3. Each local chapter may nominate only two state officer candidates, including Parliamentarian for two separate positions.
4. Each candidate must attend the State Business Leadership Conference.
5. Each candidate must have at least one full year remaining in high school.
6. Candidates for State Public Relations Officer must show proficiency in word processing, document formatting, and graphic design.

Duties of officers:

President

General Responsibilities: Preside at all meetings of the Executive Leadership Committee; appoint officer(s) and chairmen of committees; attend regional and state conferences; develop a program of work in cooperation with the Executive Leadership Committee; assist the Executive Director and Executive Leadership Committee with the preparation of an annual budget; serve as a member of the Board of Directors; and assist with the promotion of Washington State FBLA. The President serves as an ex-officio member of all committees except the Nominating/Screening Committee.

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Specific Responsibilities:

1. Executive Leadership Committee
 - a. Presides over and conducts meetings according to accepted parliamentary law, keeping members and discussion on track
 - b. Calls special meetings as needed
 - c. Encourages and supports work of other officers
 - d. Completes tasks on time and encourages other officers to do so
 - e. Attends and actively participates in all mandatory meetings: State Officer Training (May or June), all Executive Leadership Committee (September), Winter Executive Leadership Committee (January), SBLC Executive Leadership Committee meeting and conference, regional conferences (see #3 below)
 - f. Attendance is highly recommended at: Legislative Day (January or February), National Leadership Conference, National Fall Leadership Conference
2. Committee Appointments
 - a. Appoints committees
 - b. Serves as an ex-officio member to committees except Nominating/Screening Committee
3. Regional and State Conferences
 - a. Attends at least one regional conference in the fall and winter in addition to his/her own
 - b. Plans, attends, and provides leadership in the annual State Business Leadership Conference
4. Program of Work
 - a. Leads in development of program of work at officer training
 - b. Coordinates program of work activities by keeping in close touch with other officers, membership, and advisers
 - c. Reviews program of work with officer team and state office on a regular basis
5. Annual Budget Preparation – contributes to development of annual operating budget
6. Board of Directors
 - a. Attends all regularly-scheduled Board of Directors meetings
 - b. Takes an active and conscientious role in Board deliberations
7. Promotion of FBLA
 - a. Represents WAFBLA at special events and to businesses and community organizations
 - b. Is enrolled in a credit-generating business class or has completed a business education sequence as defined by his/her school district
 - c. Is a role model to members and other students with exceptional behavior and attitude

Vice Presidents

General Responsibilities: Coordinates regional activities, including conferences; serve as a member of the Executive Leadership Committee; and assist the President in promotion of the Washington State FBLA.

Specific Responsibilities:

1. Executive Leadership Committee
 - a. Presides at meetings in the absence of the President
 - b. Assists the President in the discharge of duties

- c. Participates in the development of the program of work at officer training
 - d. Reports program of work progress and committee work to the President and assigned state staff member
 - e. Encourages and supports work of other officers
 - f. Completes tasks on time and encourages other officers to do so
 - g. Volunteers to serve on state standing committees and State Business Leadership Conference committees
 - h. Attends and actively participates in all mandatory meetings: State Officer Training (May or June), Fall Executive Leadership Committee (September), Winter Executive Leadership Committee (January), SBLC Executive Leadership Committee meeting and conference, regional conferences in Vice President's own region
 - i. Attendance is highly recommended at: Legislative Day (January or February), at least one regional conference in another Vice President's region, National Leadership Conference, National Fall Leadership Conference
2. Regional and State Conferences
 - a. Plans, coordinates, and follows up on fall and winter regional conferences in coordination with the Regional Adviser
 - b. Attends at least one regional conference in the fall and winter in addition to his/her own (highly recommended)
 - c. Takes an active role in the planning of the annual State Business Leadership Conference
 - d. Attends, participates, and provides leadership in the annual State Business Leadership Conference
3. Promotion of FBLA
 - a. Represents WAFBLA at special events and to businesses and community organizations
 - b. Is enrolled in a credit-generating business class or has completed a business education sequence as defined by his/her school district
 - c. Is a role model to members and other students with exceptional behavior and attitude

Secretary

General Responsibilities: Care for records of the association; take minutes of all meetings of the Executive Leadership Committee, Board of Directors, and the State Business Leadership Conference; serve as a member of the Board of Directors, and assist the President in the promotion of the Washington State FBLA.

Specific Responsibilities:

1. Executive Leadership Committee
 - a. Prepares concise and easy-to-understand minutes of the association
 - b. Uses proper style, formatting, and accuracy and provides them to President and Executive Director within two weeks of the meeting
 - c. Encourages and supports work of other officers
 - d. Completes tasks on time and encourages other officers to do so
 - e. Volunteers to serve on state standing committees and State Business Leadership Conference committees
 - f. Participates in the development of the program of work at officer training

- g. Reports program of work progress and committee work to the President and assigned state staff
- h. Attends and actively participates in all mandatory meetings: State Officer Training (May or June), September Executive Leadership Committee and Board of Directors, January Executive Leadership Committee and Board of Directors, SBLC Executive Leadership Committee and Board of Directors meetings and conference, regional conferences (see #3 below)
- i. Attendance is highly recommended at: Legislative Day (January or February), National Leadership Conference, National Fall Leadership Conference
- 2. Regional and State Conferences
 - a. Attends at least one regional conference in the fall and winter in addition to his/her own
 - b. Takes an active role in the planning of the annual State Business Leadership Conference
 - c. Attends, participates, and provides leadership in the annual State Business Leadership Conference
- 3. Board of Directors
 - a. Prepares concise and easy-to-understand minutes of all Board meetings
 - b. Uses proper style, formatting, and accuracy and provides them to President and Executive Director within two weeks of the meeting
 - c. Assists in the preparation of the annual operating budget
- 4. Promotion of FBLA
 - a. Represents WAFBLA at special events and to businesses and community organizations
 - b. Is enrolled in a credit-generating business class or has completed a business education sequence as defined by his/her school district
 - c. Is a role model to members and other students with exceptional behavior and attitude

Public Relations Officer

General Responsibilities: The Public Relations Officer shall serve in a liaison capacity with the community, reporting activities of the association by disseminating news articles; communicate activities of the association to the national FBLA; create and maintain a history of the association's activities; and assist the President in the promotion of the Washington State FBLA.

Specific Responsibilities:

- 1. Executive Leadership Committee
 - a. Gathers and classifies information in order to publish a state association newsletter to post to the Web site
 - b. Encourages and supports work of other officers
 - c. Completes tasks on time and encourages other officers to do so
 - d. Volunteers to serve on state standing committees and State Business Leadership Conference committees
 - e. Participates in the development of the program of work at officer training
 - f. Reports program of work progress and committee work to the President and assigned state staff member
 - g. Attends and actively participates in all mandatory meetings: State Officer Training (May or June), September Executive Leadership Committee, January Executive

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- Leadership Committee, SBLC Executive Leadership Committee and conference, regional conferences (see #3 below)
- h. Attendance is highly recommended at: Legislative Day (January or February), National Leadership Conference, National Fall Leadership Conference
2. Regional and State Conferences
- a. Attends at least one regional conference in the fall and winter in addition to his/her own
- b. Takes an active role in the planning of the annual State Business Leadership Conference
- c. Attends, participates, and provides leadership in the annual State Business Leadership Conference
3. Promotion of FBLA
- a. Represents WAFBLA at special events and to businesses and community organizations
- b. Is enrolled in a credit-generating business class or has completed a business education sequence as defined by his/her school district
- c. Is a role model to members and other students with exceptional behavior and attitude

Parliamentarian

General Responsibilities: Advise the President on the orderly conduct of business in accordance with policies and practices of the association and Robert's Rules of Order, Newly Revised, most current edition, and assist the President in the promotion of the Washington State FBLA.

Specific Responsibilities:

1. Executive Leadership Committee
- a. Advise the President and other members on parliamentary procedure and has reference materials on hand
- b. Provides workshops on basic use of parliamentary procedure
- c. Encourages and supports work of other officers
- d. Completes tasks on time and encourages other officers to do so
- e. Volunteers to serve on state standing committees and State Business Leadership Conference committees
- f. Participates in the development of the program of work at officer training
- g. Reports program of work progress and committee work to the President and assigned state staff member
- h. Attends and actively participates in all mandatory meetings: State Officer Training (May or June), September Executive Leadership Committee, January Executive Leadership Committee, SBLC Executive Leadership Committee meeting and conference, regional conferences (see #3 below)
- i. Attendance is highly recommended at: Legislative Day (January or February), National Leadership Conference, National Fall Leadership Conference
2. Regional and State Conferences
- a. Attends at least one regional conference in the fall and winter in addition to his/her own
- b. Takes an active role in the planning of the annual State Business Leadership Conference
- c. Attends, participates, and provides leadership in the annual State Business Leadership Conference

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3. Promotion of FBLA
 - a. Represents WAFBLA at special events and to businesses and community organizations
 - b. Is enrolled in a credit-generating business class or has completed a business education sequence as defined by his/her school district
 - c. Is a role model to members and other students with exceptional behavior and attitude

Regional Adviser

General Responsibilities: The Regional Adviser is the liaison between the state office of Washington FBLA and the local chapters in the region. This individual, with the State Vice President from the region, coordinates the regional-level activities held in said region and supports Washington State FBLA.

Specific Responsibilities:

1. Works with State Vice President in developing and implementing fall and winter conferences and is responsible for integrity and protection of written tests for winter conferences.
 - a. Maintains integrity of competitive event tests and other competitions.
 - b. Assists Vice President in securing facilities, presenters, meals, room alignments, etc.
 - c. Oversees contract negotiations and signs contracts.
 - d. Works with Vice President in securing judges, test proctors, and other volunteers.
 - e. Conducts officer evaluations in September, November, and January and sends one copy to the State Office
2. Attends Executive Leadership Committee meetings, officer training, and Board of Directors meetings, if a board member.
 - a. Participates as an active member.
 - b. Assists with state officer leadership training.
 - c. Assists with State Business Leadership Conferences.
 - d. Assists with student transportation whenever possible.
 - e. Assists with chaperoning state officers when necessary.
3. Advises the State Vice President.
 - a. Assists in obtaining school approval to attend meetings, if necessary.
 - b. Proofreads correspondence and other printed materials.
 - c. Monitors timeliness and accountability of State Vice President, making sure assignments are complete and accurate.
 - d. Maintains contact and open communications with State Vice President and state office.
 - e. Conducts informational meeting/interview with potential candidates and parents or guardian.
4. Administers Regional Budget.
 - a. Maintains records of revenues and disbursements, using state office forms and account codes.
 - b. Invoices outstanding accounts and collects fees and dues.
 - c. Maintains checking account.
 - d. Reports quarterly and year-end financial records to State Office. Quarterly reports are due at Executive Leadership Committee meetings. Year-end reports are due June 30. Financial reports should also be shared with local chapters in each region.
5. Supports the operations of Washington State FBLA.
 - a. Assists in implementation of strategic decisions made by Executive Director, Board of Directors, and Executive Leadership Committee.
 - b. Hosts and facilitates adviser meetings at fall conferences and SBLC.
 - c. Promotes FBLA in all venues.

Position Benefits:

- Opportunity to travel to different areas of the state
- Expenses paid – travel, lodging, meals, substitute reimbursement
- Networking opportunities – business professionals, state officers, trainers, and members and advisers in regions other than your own
- Excitement of working with student leaders at an advanced level
- Learning FBLA and OSPI information as they're introduced
- Experience in meeting/conference planning and implementation
- Annual retreat with other regional advisers
- Fun
- and more!

State officer attendance at the following meetings are mandatory:

1. State officer training, held in May or June, usually in the Olympia area.
2. Executive Leadership Committee #1, held in September, at the location of the State Business Leadership Conference.
3. Executive Leadership Committee #2, held in January, usually in the Olympia/Tacoma area.
4. Executive Leadership Committee #3, held in April during State Business Leadership Conference.

The president and secretary must attend Board of Directors meetings also.

In addition, the following meetings are optional. Washington State FBLA relies on officer representation at these. However, individual circumstances may prevent attendance.

1. WA-ACTE Summer Conference, held in August in various locations in the state.
2. Business Education Leadership Seminars, held in fall and spring at various locations throughout the state.
3. Legislative training and meetings with state representatives and senators, held in Olympia at the State Capitol.
4. Regional conferences held in fall and winter, in addition to officers' own regional conferences, which are required.

SECTION 5: PARLIAMENTARY PROCEDURE BASICS

Parliamentary Procedure Basics

Parliamentary procedure is a formal system of rules and practices that balances the rights of individuals and subgroups within an assembly's membership. Application of parliamentary law enables assemblies to accomplish the following:

1. Maintain orderly meetings.
2. Protect the rights of the absentee, individual, minority, and majority.
3. Allow every opinion to be heard and considered.
4. Enable the mass to rule.
5. Determine the general will on a maximum of questions in the minimum time.

Parliamentarians

According to the *FBLA-PBL National Handbook* the duties of a parliamentarian include:

1. To ensure that meetings are conducted in a proper and orderly manner. This can be accomplished through a working knowledge of parliamentary laws as outlined in *Robert's Rules of Order Newly Revised* and of local, state, and national bylaws.
2. To assist members in understanding the basic purpose of parliamentary procedure.
3. To be prepared to advise the presiding officer and other members on parliamentary procedure.
4. To have reference materials pertaining to parliamentary procedure available for each meeting.
5. To watch for significant irregularities in parliamentary procedure and call them to the attention of the chair.
6. Explain any irregularity and its effect on the rights of members.

In addition, parliamentarians should encourage participation in and prepare a team for the parliamentary procedure competitive event. As you are the information resource for your chapter it is imperative that you be well prepared and knowledgeable. However, remember it is important that you enjoy and look forward to the responsibilities of your office.

Meetings

Meetings are the forum in which ideas are brainstormed, decisions made, and events planned; basically, they are where it all happens. Well planned regularly scheduled meetings maintain member interest, ensure participation and promote the general welfare of FBLA. They are held to

conduct business or to present a specific program; however, they should be organized so that they are not for information only, but also are opportunities for members to become involved and share their input. Keep in mind, the better the meetings are—the better the chapter will run.

Aspects of Meetings

1. Always have a clear objective(s).
2. Have prepared agenda that is structured towards fulfilling objective(s).
3. Start and end on time.
4. Involve member participation and input.
5. Maintain the balance between business and social activities.
6. Prepare meeting motions that are known to be necessary in advance.
7. Those officers or members doing any type of presentation before the group are prepared to speak and come with materials if necessary.

Hints for Meetings

1. Hold an officer meeting before every general meeting.
2. Set regular days and times for meetings.
3. Review the objective and the agenda at the start of every meeting.
4. Have some system where members can become involved.
5. Incorporate an activity not related to business that can be linked to FBLA such as a quote on leadership, a workshop on effective communications, or word processing, etc.
6. Include a review of important aspects of the meeting (dates, decisions, etc.) and a preview of the agenda of the next meeting.

Planning the Agenda

First, determine an overall objective for the meeting; if there is no purpose there should not be a meeting. Then, brainstorm specific items of business that need to be covered. Referring to the previous meeting's agenda, minutes, and the suggested order of business is an organized way of determining those specifics. Clarify, combine, and prioritize, keeping in mind the element of a time limit. Follow a set order of business in determining the placement of each of the items upon the agenda. For informal meetings (not run by parliamentary procedure), it is helpful to have a statement of the objective and a review of the agenda as the first item of business. If members know what they are supposed to accomplish and the manner in which it is to be handled they are more likely to achieve the set goal. Near the end, review important dates and decisions made. Always remember to thank those present for attending and participating and tell them that you look forward to seeing them at the next meeting.

Following the Agenda

The chairperson needs to be firm in adhering to the agenda unless it is set aside by the decision of the assembly. Set a time limit and appoint a timekeeper for each section of the agenda. This is especially useful for brainstorming sessions as this forces members to focus. Explain the difference between discussion and debate. Discussion involves no one personally and is a sharing of ideas, while in debate, differing viewpoints often become personal battles between participants. Distinguish between acceptance and agreement. Enlist the help of the participants by explaining to them the importance of adherence to the agenda and its advantages: finishing sooner and completing more, having a feeling of accomplishment, etc. Ask for their active help. For example, have them raise one finger in the air if at any time they feel the meeting and discussion is off focus. Not only does this relieve the chairperson of having to ask for quiet, but also makes participants more responsible for their actions.

Hints: Incorporate ice breakers, “get to know each other” activities, guest speakers, and leadership development activities or seminars in the agenda. Most of all, HAVE FUN!

A Formal Agenda

1. **Call to Order**
By chairperson or president.
2. **Opening Ceremony**
Flag salute/pledge/extended greeting.
3. **Roll Call of Members**
By secretary.
4. **Reading and Approval of Previous Meeting's Minutes**
 - a. Distribute minutes before meeting for members to read.
 - b. Secretary reads minutes to assembly.
5. **Officer's Reports**
By treasurer, reporter/historian, etc.
6. **Committee Reports**
 - a. Standing committees that serve all year, or are provided for in the constitution.
 - b. Special committees that are appointed for a specific purpose and for a limited time. **Note:** Committee spokesperson should describe how the committee undertook the task, describe the method of gathering information, draw conclusions from the information, and give recommendations.
7. **Unfinished Business . . .** Itemize and list person responsible for each item including:
 - a. Pending questions from previous meeting.
 - b. Unfinished business from previous meeting.
8. **New Business . . .** Itemize.
9. **Announcements**
10. **Adjournment**

Note: An agenda can be altered once the meeting has begun by *Suspend the Rules*—which allows a matter to be considered sooner than an agenda calls for by a 2/3 vote.

Classification of Motions

The word **motion** refers to a formal proposal by a member suggesting that the assembly take a certain action.

Motions are classified into the following five groups:

1. Main motions
 - a. Original main motions.
 - b. Incidental main motions.
2. Subsidiary motions.

3. Privileged motions.
4. Secondary motions.
5. Incidental motions.
6. Restorative motions that bring a question again before the assembly.

Main motion: introducing this motion brings business before the assembly.

Subsidiary motions: assist the assembly in treating or disposing of a main motion. They have the following characteristics: 1) they are applied to another motion; 2) they can be applied to any main motion; 3) they fit into an order of precedence.

Privileged motions: concern matters of immediate and overriding importance which without debate should be allowed to interrupt the consideration of anything else.

Incidental motions: relate in different ways to the pending business or the business otherwise at hand. They commonly arise out of 1) another pending motion; or 2) sometimes, another motion or item of business.

Motions that bring a question again—either by their introduction or by their adoption—serve the function of their name.

Making a Motion

1. The member rises and addresses the presiding officer by the title “*Mr. (Madam) President*” or “*Mr. (Madam) Chairman.*”
2. The presiding officer recognizes the member. The chair may recognize a member by name “*Mr. (name),*” or by a nod to him. After receiving formal recognition from the chair, a member is then said to “*have the floor*” and is the only member who may present or discuss a motion.
3. The member makes the motion. Always introduce a motion in the form, “*I move that...*” followed by a statement of the motion.
4. Another member seconds the motion. Without recognition from the chair another member may say, “*I second the motion.*” If the motion is not seconded it “*dies for lack of a second.*”
5. The presiding officer states the motion to the assembly. The chair repeats or “*states the motion*” to the assembly. Once it has been formally stated to the assembly, it may be referred to as “*the question.*”
6. The members discuss or debate the motion. After the motion has been stated by the chair, it is open for debate. Any speaker may be recognized by the chair. Several members may rise simultaneously, and then the chair should use the following guidelines when deciding which member should be recognized.
 - a. Preference should always be given to the proposer of the motion.

- b. No member may speak more than twice on the same question each day.
 - c. All remarks must be germane (pertinent) to the pending question.
 - d. All remarks are addressed to and through the chair.
 - e. A member may speak no longer than 10 minutes per speech without the consent of the assembly.
 - f. Rights in regard to debate are not transferable.
 - g. To participate in debate, the presiding officer must relinquish the chair.
7. Members vote on the motion. When debate appears to have closed, the chair “*puts the question to a vote.*” First he may inquire, “*Is there any further discussion?*” or “*Are you ready for the question?*” If no one rises, the chair presumes that discussion is closed. The presiding officer will then take the vote by saying, “*All in favor (state the motion) say ‘Aye.’*” Following the assembly’s response he says “*Those opposed say ‘No.’*” If the vote cannot be determined by the volume of the voices, “*The chair is in doubt. Those in favor of the motion please rise.*” After counting he says, “*Be seated. Those opposed please rise.*” After counting, “*Be seated.*” Or the vote may similarly be taken by a show of hands. The chair must always call for the negative vote, no matter how nearly unanimous the affirmative vote may appear to be.
8. The presiding officer announces the result of the vote. The chair formally announces the outcome of the vote to the assembly. As may be appropriate the chair will say, “*The ayes have it and the motion is adopted*” (or “*carried*”). Or “*The noes have it and the motion is lost.*” For a rising vote or a vote by show of hands: “*The affirmative has it and the motion is adopted.*” Or “*The negative has it and the motion is lost.*” After the vote has been announced by the chair, another motion may be considered.

SECTION 6: RESOURCES

Resources

A variety of resources are available from the National Office online at www.fblamarketplace.com. They have books and pamphlets on subjects ranging from leadership to quotes, communication to etiquette, interview questions to parliamentary procedure. The site also provides books and videos to help with competitive event preparation, and information on running a chapter.

Other Recommended Reading

Books and Pamphlets

A Better Way to Live by Og Mandino

A New Attitude by Marian Thomas

A Whack on the Side of the Head by Roger Von Eoch

All I Really Need to Know I Learned in Kindergarten by Robert Fulghum

Are You Communicating? by William James

Asserting Yourself by Bower and Bower

Bringing Out the Best in People by Aubrey C. Daniels

Complete Guide to Executive Manners by Letitia Baldrige

Credibility by James Kouzes and Barry Z. Posner

Effective Meetings by Clyde W. Burleson

First Impression, Best Impression by Janet Elsea

Fourth Generation Management by Brian L. Joiner

Genderflexing by Judith C. Tingley

Giving Tree, The by Shel Silverstein

GMP: Greatest Management Principle in the World by Michael LeBoeuf

Goal, The by Eliyahu Goldratt and Jeff Cox

Greatest Miracle in the World, The by Og Mandino

Hope for the Flowers by Tina Pauluas

How to Be Your Own Best Friend by Newman and Berkowitz

How to Get Your Point Across in 30 Seconds or Less by Milo Frank

I Can See You Naked by Ron Hoff (on making presentations)

I Dare You by William Danforth

If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else by David Campbell

Image Impact: The Complete Makeover Guide by Jacqueline Thompson

Joy of Working, The by Dr. Denis Waitley

Leaders by Warren Bennis and Burt Nanus

Leadership is an Art by Max DePree

Leadership Trapeze by Wilson, George, Wellins, and Byham

Life 101 by John Roger and Peter McWilliams

Local Chapter Adviser Handbook (Washington State FBLA publication)

Mission: Success! by Og Mandino

On Becoming a Leader by Warren Bennis

FBLA Local Chapter Adviser Handbook

One Minute Manager by Kenneth Blanchard and Spencer Johnson
One Minute Messages by Dan Clark
Organized to Be the Best! by Susan Silver
Positive Addiction by William Glasser
Power of Followership, The by Robert Kelley
Powerful Budgeting for Better Planning and Management by Robert G. Finney
Precious Present, The by Spencer Johnson
Presentation Primer, The by Robert B. Nelson and Jennifer Wallich
Presentations Plus by David Peoples
Principle Centered Leadership by Stephen Covey
Professional Leadership Development – Integration of Leadership Into the Classroom (OSPI Business Education)
Professional Presence by Susan Bizler
Psycho Cybernetics by Maxwell Maltz
Psychology of Winning by Dr. Dennis Waitley (in book and audio tapes)
Regional Adviser/Vice President Handbook (Washington State FBLA publication)
See You at the Top by Zig Ziglar
Seeds of Greatness by Dr. Denis Waitley
Seven Habits of Highly Effective People by Stephen Covey
Skilled Facilitator, The by Roger M. Schwarz
Speak the Language of Success by Hoffman and Graivier
Successful Nonverbal Communication by Dale Leathers
They Used to Call Me Snow White...But I Drifted: Women's Strategic Use of Humor by Regina Carreca
University of Success by Og Mandino
Using Humor for Effective Business Speaking by Gene Perret
What to Say When You Talk to Yourself by Shad Helmstetter
Why Am I Afraid to Tell You Who I Am? by John Powell
Winning Image, The by James Gray
Wishcraft by Barbara Sher

Competitive Event Preparation

Washington State FBLA Competitive Event Guidelines (most recent edition)