

Handbook for Integrating
FBLA
Into
Business Education Programs



October 5, 2007

This document was developed and published under the auspice of The Business Education Project, California Institute on Human Services, Sonoma State University, in cooperation with the California Department of Education, and paid for with Carl D. Perkins Vocational and Technical Education Act of 1998 funds. The development of this document was supported in whole or in part by the United States Department of Education and the California Department of Education. However, the opinions expressed herein do not necessarily reflect the position or the policy of the United States Department of Education or the California Department of Education, and no official endorsement by either organization should be inferred.

TABLE OF CONTENTS

Introduction	4
Acknowledgments.....	5
I. USING THIS HANDBOOK	6
II. WHAT IS FBLA?	7
III. HISTORY OF FBLA.....	11
IV. MISSION AND GOALS.....	12
V. ORGANIZATIONAL STRUCTURE OF FBLA	14
VI. STARTING AN FBLA CHAPTER	18
VII. MANAGING AN FBLA CHAPTER	20
VIII. INTEGRATING FBLA INTO THE CURRICULUM	27
Selected Resources.....	72

Introduction

FBLA, Future Business Leaders of America, and DECA, An Association of Marketing Students, are Career Technical Student Organizations (CTSO'S) that are integral components of the Business and Marketing Education instructional programs. These student organizations are specifically created to provide teaching/learning experiences to be used both in and outside the classroom. Curriculum for these organizations is tailored to specific career goals of students and emphasizes strong academic, human relations, and employability skills.

Today's businesses require teamwork, consensus building, decision-making, interpersonal skills, and goal orientation. While business organizations value cooperative effort, they also demand independent thinking. FBLA and DECA seek to transform students into team workers who recognize that their own success depends on the success of others. At the same time, students learn that effective leadership is critical to successful group work.

Classroom projects, chapter activities, and competitive events all serve to assist students in becoming team workers and leaders. FBLA and DECA students may choose to pursue leadership roles by running for local, section, state, and national offices. Learning the democratic process through participation is a hallmark of both organizations.

Competition and recognition for achievement are fundamental parts of FBLA's and DECA's dynamic student-centered programs of leadership development. Their competitive events, conferences, and publications develop leadership, management skills, civic consciousness, job competence, responsibility, and motivation to excel. Business and industry representatives participate in competitive events by assessing student competence as exhibited in research-based projects, authentic performance-based demonstrations and role plays, case study analyses, and independent and group projects.

Businesses and corporations recognize FBLA and DECA as vital links between the classroom and the business world. Through applied learning methodology, students are motivated to develop skills and apply them in school-to-work learning experiences. Local chapters work with the business community to develop mutually beneficial relationships by creating a strong, well-trained work force from which businesses can draw.

The FBLA and DECA Handbooks are designed to assist chapter advisers in understanding the nature of each student organization. They are intended to provide guidance in integrating the components of the organization into Business and Marketing Education instructional programs within the industry sectors, or occupational groupings, of Finance and Business; Information Technology; and Marketing, Sales, and Service. Instructional activities and competitive events are consistent with the *California Career Technical Education Standards*.

Acknowledgments

The Handbook for Integrating FBLA into Business Education Programs was developed with the assistance of several educators and representatives of business and industry. Recognition and appreciation are extended to all those who devoted their time and efforts to the production of this document. *The titles and positions listed are those that were held at the time the document was developed.*

Bernie Norton, Program Manager, High School Initiatives/Career Education Office
Secondary, Postsecondary, and Adult Division, California Department of Education

Joyce McLean, Principal Writer and Editor, California Department of Education Consultant, Retired,
and Liaison, International Center for Leadership in Education

Jayne Campbell, Competitive Events Coordinator

Neil Yeager, Business Education Consultant, California Department of Education

Glen Morris, Executive Director, California FBLA

Rose Hennings, Los Alamitos High School

David Maxwell, Righetti High School

Ernie Micheli, McCloud High School

Kristen Turner, Clovis East High School

Wilhelmina VanHunnick, Southern Section Director, California FBLA

I. USING THIS HANDBOOK

The *Handbook for Integrating FBLA into Business Education Programs* was developed to serve as a key resource for FBLA chapter advisers and student leaders. Included in this document is general information about the purpose, history, mission and goals, and organizational structure of National FBLA and California FBLA. Also included is information on the numerous activities and services that are provided at the national and state levels.

Starting an FBLA Chapter

The section entitled “Starting an FBLA Chapter” outlines a step-by-step process for the educator who is organizing an FBLA chapter. Suggestions are offered for understanding and preparing for the role of the adviser, getting organized, selling FBLA to students, and forming the chapter.

Managing an FBLA Chapter

The information for managing a newly organized chapter contains recommended resources for leaders, descriptions of the roles and responsibilities of chapter officers, and valuable suggestions for organizing committees and managing the numerous projects and activities of the chapter. This section also incorporates hints for developing partnerships with members of the business community, members of the educational community, and parents.

Integrating FBLA into the Curriculum

FBLA instructional activities enrich instructional programs in general and strengthen career technical programs in particular. In this section, a variety of educational structures and delivery systems which are important venues for FBLA are discussed in detail. “Integrating FBLA into the Curriculum” focuses on the development of instructional activities that are aligned with the *California Career Technical Education (CTE) Model Curriculum Standards* and that support the standards addressed on the California High School Exit Exam. The specific activities in this section include charts indicating standards which could be addressed in the activity. This information will assist educators in aligning their curriculum with Business Education and core content subjects, and should be shared with administrators and other colleagues as evidence of FBLA as a co-curricular program rather than an extra-curricular program.

Selected Resources for FBLA and Business Education Programs is a listing of Web sites containing information to assist with the development, enhancement, and funding of FBLA along with other Business Education programs. FBLA advisers as well as all Career-Technical Education (CTE) teachers should be aware of the various types of support, including funding, that can be used to establish and improve CTE programs. Carl. D. Perkins Vocational and Technical Education Act provides local educational agencies with funding for the improvement of secondary and postsecondary vocational and technical education programs. Teachers can determine how monies are designated by contacting their district offices.

II. WHAT IS FBLA?

Purpose and Mission Statement of FBLA

Future Business Leaders of America (FBLA) is the national organization for all high school students who are participating in business and business related instructional programs. FBLA can function as an integral part of the instructional program of the business and office curriculum in secondary school. The purpose of the organization is as follows:

“Provide, as an integral part of the instructional program, additional opportunities for ... students ... in business and/or business related fields to develop vocational and career supportive competencies and to promote civic and personal responsibility.”

The FBLA Board of Directors formally adopted the following mission statement to guide the programs and activities of the association:

“Our mission is to bring business and education together in a positive working relationship through innovative leadership and career development programs.”

Benefits of FBLA

It is important to note that FBLA and education form a partnership in which learning reaches beyond the classroom and the school. In many ways, FBLA functions as a laboratory for the business- and career-related classes taught in the school curriculum, providing students with the opportunity to validate and cement their learning of important life and work skills.

STUDENTS profit from FBLA by participating in activities from which they can learn to value themselves and recognize their potential. They can achieve benefits in the following areas:

- **Leadership**
Students develop leadership skills by serving as officers, committee members, and spokespersons; attending conferences; planning and conducting elections and meetings; and developing and managing a program of work.
- **Team Building**
Chapter activities and competitive events emphasize the importance of cooperation, teamwork, and cohesiveness. Working collaboratively helps students to develop the skills of listening, questioning, and deliberating. Considering the thoughts of others is important in evaluating their own thinking skills.
- **Self-Esteem**
FBLA enhances students' self-worth by developing important professional and social skills. Members learn these skills by participating in a wide range of activities and programs which give them opportunities to learn and practice in safe environments. Business and community leaders who participate in activities often serve as role models and mentors.
- **Social Awareness**
Fostering social intelligence in members is a goal of FBLA. Through a variety of activities, students can develop skills such as communicating appropriately, making introductions,

writing letters of appreciation and congratulations, dressing professionally, and using dining etiquette.

- **Recognition**

Through participation in and successful completion of activities, such as chapter projects, competitive events, sales projects, and membership recruitment campaigns, FBLA students can earn individual, team, and chapter honors for their accomplishments.

- **Student-Teacher Interaction**

Teachers involved with FBLA also serve as mentors, coaches, and collaborators. When students and teachers work as teammates, a rapport often develops that is more nearly that of adult-to-adult than teacher-to-student; students find the acceptance and respect they need from adults. From their adviser's example, students learn important skills, values, beliefs, and attitudes.

- **Citizenship**

Students develop a respect for their community and the responsibilities of citizenship. They learn that success in business carries a responsibility of leadership in the broader community. More importantly, they have the opportunity to begin demonstrating leadership and making a difference in their community through community service, advocacy, and community outreach projects.

- **Career Understanding**

Business partnerships and interactions with members of the business community provide students with opportunities to explore potential career options, including entrepreneurship, corporate and small business environments, social and non-profit organizations, and government/political careers.

TEACHERS that are actively involved with FBLA generally experience enhanced career satisfaction and rewards. FBLA activities are designed to motivate both students and teachers and to meet the needs and interests of students. The activities generate greater student involvement, positively influencing their participation and decreasing the number of disciplinary concerns. FBLA activities are specifically designed to complement and enhance the instruction being delivered by the teacher in the formal classroom setting.

Teachers who serve as FBLA advisers join a network of professionals who share their values, interests, and commitment to excellence in business education. This network is enhanced by interaction with alumni, business partners, and other leaders who support the aims and activities of the FBLA chapter. Other areas in which teachers can benefit from FBLA involvement are listed below:

- **Program Recruitment**

Recruiting students for FBLA participation is readily achieved. Students and parents actively seek such programs that provide students with opportunities to apply their knowledge and skills to real-world situations and to be recognized for their accomplishments.

- **Business and Industry Support**

Numerous employers are aware of FBLA and the excellent education and training that the students receive. Recognizing that this training will provide them with a pool of potential future employees, business and industry representatives willingly contribute their time, expertise, and resources to support FBLA chapters.

- **Personal Leadership Development**

Many new and experienced teachers serving as FBLA advisers indicate that major sources of their professional and personal growth include adviser in-services, the collegiality of working with other advisers, and occasions for networking with local and national business leaders.

- **Instructional Ideas and Materials**

FBLA combines business related curriculum with real-world instructional activities, many of which are supported by teaching aids, project guides, and computer software.

- **Recognition**

Knowing that the success of FBLA participants is dependent on the knowledge and skills gained

from a business curriculum, school and community members recognize and appreciate the expertise and contributions of teachers involved with FBLA.

SCHOOLS benefit by making FBLA an integral part of the educational curriculum. When positioned appropriately, FBLA complements the instruction given to students in business and technology courses by acting as a laboratory experience in which members can practice their skills and apply their learning in a realistic and engaging environment. These activities and related business and technology courses provide context for the delivery of core curriculum standards.

FBLA chapters are effective catalysts for engaging the BUSINESS COMMUNITY in the affairs of the school. In addition, student and community involvement in FBLA competitive events provides a means through which schools can validate student learning.

Support for FBLA

Support for FBLA is widespread among teachers, administrators, parents, professionals, entrepreneurs, and legislators nationwide.

The UNITED STATES DEPARTMENT OF EDUCATION strongly endorses the objectives of FBLA and welcomes their cooperation and support in strengthening career and technical education throughout the United States. The U.S. Department of Education has issued a policy which does the following:

- Endorses the concept that total development, both personal and professional, is necessary for career and technical students as they enter the labor market and begin to assume successful roles in society.
- Recognizes the educational programs and philosophies embraced by FBLA as being an integral part of the business education program of training.
- Promises to support the efforts of Career Technical Student Organizations and state agencies in their efforts to improve the quality and relevance of instruction, develop student leadership, enhance citizenship responsibilities, overcome discrimination and stereotyping, and serve students with special needs.
- Permits the use of federal and state career and technical grant monies in order to give leadership and support to FBLA and to activities which are directly related to establish career and technical education instructional programs at all levels.

The CALIFORNIA DEPARTMENT OF EDUCATION (CDE) recognizes the value of Career Technical Student Organizations as evidenced by its efforts to promote and integrate these organizations into the curriculum. These efforts include the following:

- Providing statewide services coordinated through a program coordinator.
- Developing an FBLA Career Technical Student Organization that provides a necessary support for the foundation of standards-based business education.
- Developing a curriculum containing a Leadership Skills component that is consistent with current *California Career Technical Education Standards* and that can best be addressed through a well-planned FBLA program of activities.
- Using funding to support FBLA programs, including monies from AB 8 and The Carl D. Perkins Career and Technical Education Improvement Act of 2006 which permits the use of Title I, Basic Grant Funds, to support Career Technical Student Organizations (CTSOs) and related activities.

The following is a list of PROFESSIONAL ORGANIZATIONS AND INSTITUTIONS that support Career Technical Student Organizations at the state and national levels:

California FBLA
www.cafbla.org

National FBLA-Phi Beta Lambda
www.fbla.org

California Department of Education
www.cde.ca.gov

United States Department of Education
www.ed.gov

Business Education Resource Center
www.bused.org

CBEA—California Business Association
www.fbla.org

NBEA—National Business Education Association
www.nbea.org

ACTE—Association of Career Technical Education
www.acte.org

CALCP—California Association of Leaders for Career Preparation
www.calcp.org

CAROCP—California Association of Regional Occupational Centers and Programs
www.carocp.org

VE—Virtual Enterprise
www.virtualenterprise.org

Small Business Administration--Teen Entrepreneurs
www.sba.gov/teens

III. HISTORY OF FBLA

National FBLA

Dr. Hamden L. Forkner, head of the Commercial Education Department of the Teachers College of Columbia University developed the FBLA concept in 1937. In the fall of 1940, the National Council for Business Education accepted official sponsorship of FBLA; on February 3, 1942, the first high school chapter was chartered in Johnson City, Tennessee. In 1958, Phi Beta Lambda (PBL), the post-secondary component of the association, became an independent division of FBLA. The Professional Division (originally the Alumni Division) began in 1979; the latest group to join FBLA (in 1994) was the FBLA Middle Level, for students in grades 5-9.

The Board of Directors is composed of local and state educators, business leaders, and the membership division presidents. The Board sets policy and employs a President/CEO, who directs a national staff and Association programs.

The Association's National Center is an 11,600 square foot building, which was completed in 1991. The 1.6-acre site it occupies was purchased through a grant from the Conrad Hilton Foundation. The building mortgage was retired in 2001 following a successful capital campaign.

State FBLA

FBLA started in California in 1947 when Dr. Jack H. Martin became the adviser to Chapter #108 at Fullerton Junior College, and was named the first California State Chairman. The oldest active high school chapter in the state is Chapter #140 at Anaheim High School, which received its charter in February, 1948. The first California State FBLA Convention was held in the spring of 1950.

Also highly influential in the early development of FBLA in California was Jessie Graham, who was then Supervisor of Business Education for the Los Angeles Unified School District. The Local Chapter Annual Business Report competitive event is named in honor of Dr. Jessie Graham.

The Bureau of Business Education in the California State Department of Education began providing support services to FBLA in 1970. In January of 1998, California FBLA incorporated as an independent, 501(c) (3) non-profit corporation.

IV. MISSION AND GOALS

Professional Standards

As a professional organization, FBLA has established a set of statements that define the values and principles that guide the organization in the development and operation of its programs, activities, and benefits. Members of the association are expected to adhere to and support these statements as representative of the ideals they have set for themselves in the preparation for and conduct of their professional lives.

FBLA Motto

Service, Education, and Progress

FBLA Pledge

I solemnly promise to uphold the aims and responsibilities of Future Business Leaders of America; and, as an active member, I shall strive to develop the qualities necessary in becoming a responsible business leader.

FBLA Creed

I believe education is the right of every person.

I believe the future depends on mutual understanding and cooperation among business, industry, labor, religious, family, and educational institutions, as well as people around the world. I agree to do my utmost to bring about understanding and cooperation among all of these groups.

I believe every person should prepare for a useful occupation and carry on that occupation in a manner that brings the greatest good to the greatest number.

I believe every person should actively work toward improving social, political, community, and family life.

I believe every person has the right to earn a living at a useful occupation.

I believe every person should take responsibility for carrying out assigned tasks in a manner that brings credit to self, associates, school, and community.

I believe I have the responsibility to work efficiently and to think clearly. I promise to use my abilities to make the world a better place for everyone.

FBLA Goals

- Promote competent, assertive business leadership
- Strengthen confidence of students in themselves and their work

- Create interest in and understanding of American business enterprise
- Encourage development of individual projects to improve home, business, and community
- Facilitate transition from school to work
- Assist students in the establishment of career goals
- Encourage scholarship and promote school loyalty
- Encourage and practice sound financial management
- Develop character, prepare for useful citizenship, and foster patriotism

FBLA Code of Ethics

- **I will** be honest and sincere.
- **I will** approach each task with confidence in my ability to perform my work at a high standard.
- **I will** willingly accept responsibility and duties.
- **I will** seek to profit from my mistakes and take suggestions and criticism directed toward the improvement of myself and my work.
- **I will** abide by the rules and regulations of my school.
- **I will** exercise initiative and responsibility and will cooperate with my employer and fellow workers.
- **I will** dress and act in a manner that will bring respect to me and to my school
- **I will** seek to improve my community by contributing my efforts and my resources to worthwhile projects

V. ORGANIZATIONAL STRUCTURE OF FBLA

FBLA is organized at four levels—national, state, section, and local. A variety of membership services and activities are provided to students and advisers at each level.

National Association

FBLA-PBL is headquartered in Reston, Virginia, and organized on local, state and national levels. Business teachers/advisers and advisory councils (including school officials, business people and community representatives) guide local chapters. State advisers and committee members coordinate chapter activities for the national organization.

Future Business Leaders of America-Phi Beta Lambda (FBLA-PBL) is a nonprofit 501 (c) (3) education association of students preparing for careers in business and business-related fields. The Association has four divisions:

- FBLA for high school students
- FBLA Middle Level for junior high, middle and intermediate school students
- PBL for postsecondary students
- And the Professional Division for business people, educators, and parents who support the goals of the Association.

Details about the national structure may be found in the National Organization section of the *Chapter Management Handbook*. Additional information is available on the National FBLA-PBL at www.fbla-pbl.org or the California FBLA at www.cafbla.org.

Membership

FBLA-PBL is the largest business career student organization in the country. As of the 2006-2007 school year, the high school level has more than 215,000 members, while Phi Beta Lambda (postsecondary level) reaches over 11,000 college students. The newest group, FBLA Middle Level (grades 5-9) is showing remarkable growth with over 11,000 student members. Finally, the Professional Division has reached over 3,000 members. Over 10,000 advisers round out the group.

More than 240,000 active members participate in more than 13,000 chartered chapters in 50 states, the District of Columbia, Puerto Rico, the Virgin Islands, U.S. Territories, Canada and Department of Defense Dependent Schools worldwide.

Financial Structure

Future Business Leaders of America-Phi Beta Lambda, Inc., like many other Career Technical Student Organizations, is financed primarily through individual membership dues that are paid through local chapters. FBLA-PBL members are members of local, section, state, and national levels of the organization; membership at one level only is not available.

National membership dues are used exclusively by the national association for services provided to local and state chapters. California state chapter operations are financed through the payment of state dues by members. Section activities are financed through the payment of chapter dues. Local FBLA chapters engage in projects to raise funds for chapter activities and programs, and some chapters use these funds to pay the dues for their members.

Conferences and Seminars

FBLA-PBL sponsors conferences and seminars for members and advisers, which are designed to enhance experience initially developed on the state and local levels. Among them are:

National Leadership Conference (NLC).

Each year 7,000 members convene to compete in leadership events, share their successes, and learn new ideas about shaping their future careers through workshops and exhibits. These four-day sessions are considered the pinnacle of the FBLA-PBL experience, especially for those running for a national office. FBLA-PBL has forged partnerships with industry leaders to underwrite competitive events so that students achieving national ranking receive proper recognition.

Institute for Leaders (IFL).

Held in conjunction with the National Leadership Conference, this focused, specialized training program represents the premier leadership and career training available to FBLA members. Participants select specific tracks to focus upon during their training and participate in both required sessions and elective sessions where they can customize their overall experience.

National Fall Leadership Conferences (NFLCs).

These nationally sponsored training programs are held each fall in various cities around the country. The program focuses on career development, chapter management, and general leadership education.

Publications

Three times each year, publications are available that offer ideas, directions, and network-building news to members. *Tomorrow's Business Leader* goes to FBLA and FBLA-Middle Level students; *Advisers' Hotline* to high school teachers; *Middle Level Advisers' Hotline* to Middle Level teachers; and *PBL Business Leader* to PBL members and advisers. The Professional Division members receive *The Professional Edge*.

Endorsements

FBLA-PBL is officially endorsed by the American Management Association; Association for Career and Technical Education, Career College Association, March of Dimes, National Association of Parliamentarians, National Association of Secondary School Principals, National Business Education Association, National Management Association, and the U.S. Department of Education.

State Structure

California FBLA, Inc. is a nonprofit, 501(c) (3) educational corporation that operates the state affiliate of FBLA-PBL within the state of California. California FBLA, Inc. is governed by Articles of Incorporation and Corporate Bylaws.

The California State Chapter is made up of all chartered local chapters within the state. The secondary and middle-level divisions are organized into six geographical sections for administrative purposes. The State Chapter is governed by the California State Constitution and Bylaws.

Funding

California state chapter operations are financed through the payment of state dues by members.

State Chairperson

The FBLA-PBL State Chairperson is approved by the national association. The State Chairperson's responsibilities, which may in some cases be delegated to other members of the California Board of Directors, include the following:

- Serve as liaison between the National Association and the State Chapter
- Serves as liaison between the CDE and the California Board of Directors
- Represent the State Board of Directors to the National Association
- Send informational reports to the National Association

State Board of Directors

The Board of Directors guides and directs the activities of California FBLA. Currently, the board is made up of the six section directors, representatives from business/industry, the FBLA state president, and the State Chairperson.

State Program Coordinator

The Board of Directors may, at its discretion, employ an Executive Director to administer the day-to-day affairs of the state chapter. The responsibilities of this individual include the following:

- Promote the FBLA organization throughout the state
- Coordinate FBLA activities with the activities of other career and technical student organizations
- Encourage teacher training through workshops, in-services, and leadership training seminars
- Organize and administer funds and facilities for workshops, training sessions, and production of handbooks and promotional materials

State Executive Board

Members of the State Executive Board are students elected by their peers to establish goals for California FBLA, implement state projects to achieve those goals, and represent the interests of the members and chapters across the state. They act as ambassadors to present a positive image of the organization. The board is composed of a State President, a Vice President representing each of the sections, a Secretary-Treasurer, a Public Relations Officer, and a Parliamentarian.

Section Structure

Section Executive Board.

Members of the Section Executive Board are students elected by their peers to establish goals, implement section projects to achieve those goals, and represent the interests of the members and chapters within their section. Each section determines the structure and makeup of its board independently; however, the President of each section automatically serves as a State Vice President and member of the State Executive Board. Each section is led by a Section Director who also serves as a member of the State Board of Directors.

Funding.

Section activities are financed through the payment of chapter dues.

Statewide Conferences

Leadership Development Institute (LDI). This statewide leadership development experience is generally held in late October or early November for chapter officers, members with leadership potential, and chapter advisers. The LDI is planned and hosted by the state officers and the state management team. Sessions include motivational general sessions, workshops presented by state leaders, and training delivered by professionals from the business community.

State Leadership Conference (SLC). Held in the spring, and rotated between the northern and southern regions of the state, the purpose of this conference is to elect state officers, conduct state business, offer leadership and career development training, and administer statewide competitions to determine who will represent California in national competitions.

Section Conferences

Officer Adviser Training Day (OAT). Each section hosts this one-day training session early in the school year to introduce FBLA members to the organization. Members receive up-to-date information on goals and activities for the year in time to plan for chapter and member participation.

Section Leadership Conferences. Each section hosts an annual Section Leadership Conference, held generally in late February or early March. Delegates at these events elect section officers, conduct section business, and participate in the first round of competitions leading to the State Leadership Conference.

Local Chapter Structure

A local chapter of FBLA is created when students and an adviser agree to establish the FBLA program at their school. The correct terminology for this organization is *chapter* and not *club*. Referring to the association as a club may suggest that FBLA is an extra-curricular activity, rather than the integral, co-curricular program that it is.

Local chapters are made up of five or more young men and/or women who are enrolled in business education, technology, or business-related programs at the secondary level. Each chapter must be organized and officially chartered in accordance with the principles and regulations of FBLA-PBL, Inc., and must be affiliated with the section, state and national organizations.

Adviser. The success and value of a chapter depends on many factors; one of the most important influences is the leadership provided by the chapter adviser. Each chapter must have at least one adviser, and all advisers should be teachers of business or business-related classes.

Executive Board. An Executive Board is elected by each local chapter to guide the chapter and to organize and deliver a program of work. While each chapter independently determines the composition of the Board, one or more of the following offices are usually included: President, Vice President, Secretary, Treasurer, Reporter or Public Relations Officer, and Parliamentarian.

Funding. Local FBLA chapters engage in projects to raise funds for chapter activities and programs, and some chapters use these funds to pay the dues for their members.

VI. STARTING AN FBLA CHAPTER

Understanding the Role of a Chapter Adviser

The success of the FBLA chapter begins with one person—the chapter adviser. The chapter’s program of activities should be student-created and student-directed; however, it is essential that the students have the counsel of an adult adviser in planning their activities. The adviser should provide guidance and counsel to the chapter members, develop the interest and support of adults, and assume responsibility for the total chapter program. In other words, the effective adviser assumes the roles of counselor, communicator, and leader.

Counselor. The first concern of a chapter adviser should be the educational development of the individual student chapter members. As a counselor and friend, the adviser should permit students to conduct their own program of activities while recognizing that many of them may lack the maturity to organize and carry out such a program. It is the adviser’s responsibility to sense when assistance is needed, stimulate student participation, and channel student efforts into activities that have educational benefits.

Communicator. The breadth and scope of the Business Education program involves many adults who are interested in the development of individual students. They include school officials, training sponsors, business and community leaders, and parents. Chapters that seek the advice, assistance and participation of such individuals are the most successful.

Leader. The chapter adviser is the adult leader in the chapter. Various activities may be the responsibility of chapter officers who, in turn, delegate these responsibilities to student members. It is, however, the responsibility of the chapter adviser to see that all activities are conducted within educational objectives, and that the welfare of all participating students is protected.

Preparing for the Role of Chapter Adviser

The educator interested in becoming a chapter adviser should take the following steps:

- Review this document and the official national handbook available through FBLA
- Communicate with the Program Coordinator and request assistance
- Participate in prospective advisers in-service preparation

Getting Organized

To make the process of “getting started” easier and more effective, new advisers may want to consider following these recommendations:

- Develop a personal philosophy that identifies their beliefs about the purpose of the organization, the role and responsibilities of the chapter adviser, and the roles and responsibilities of student members.
- Schedule a meeting with school administrators to discuss the purposes, philosophy, and positive benefits of a Career Technical Student Organization. In general, administrators may ask the following questions:
 - “What steps need to be taken to establish the chapter?”
 - “What facilities will be used and how will they be used?”
 - “How much time will be required of the teacher?”

- “What will be the extent of the activities?”
- “What will be the involvement of people outside the school?”
- “How do you intend to finance activities?”

Promoting FBLA to Students

A successful FBLA chapter requires knowledgeable and motivated members. Using a positive attitude and adequate time during class, conveys to students the importance of the organization and its activities. Effective methods of motivating students and illustrating the “fun” of FBLA could include inviting officers from existing chapters to share their experiences and using PowerPoint presentations, visuals, and photographs.

Communicating with parents often serves to promote student interest. Parents want schools to provide the best education possible for their children. It is important to explain to parents how the youth organization can benefit their sons and daughters and to keep them updated about the plans and accomplishments of the chapter.

Forming the Chapter

The following steps are suggested for the educator who has chosen to become an adviser:

- Download “Start-up Kit” from the national Web site at www.fbla.org
- Visit the California FBLA Web site at www.cafbla.org to gather information and learn what resources are available.
- While interest is high, conduct an organizational meeting designed to impress the students.
- Orient students to the organization. Involve students in activities that bring immediate returns.
- Develop a chapter constitution/by-laws, and submit it to the Program Coordinator and the school’s activity director. Sample constitutions are available in the national *Chapter Management Handbook*.
- Information for online registration of members can be found on both the state and national Web sites.

VII. MANAGING AN FBLA CHAPTER

Resources for Chapter Leaders

Each FBLA chapter receives a publication from the National Association called the *Chapter Management Handbook*. This comprehensive resource provides detailed “how-to” tips and suggestions about many of the critical elements of running a local chapter successfully. Chapter leaders are encouraged to refer to this resource often for ideas, strategies, and instruction.

The purpose of this handbook is to provide a general overview of the key elements to chapter success. Additional resources can be found on the California FBLA Web site (www.cafbla.org) and the national FBLA Web site (www.fbla-pbl.org).

Chapter Leadership and Management

Suggestions for understanding the role of the Chapter Adviser are outlined in the section entitled “Starting an FBLA Chapter.” In addition, once a chapter is operational, advisers play an important role in interfacing between the association and the decision-makers of the school. It is critical for advisers to ensure that school and district administrators are aware of the chapter’s successes, needs, and the impact that it has on the entire school as well as its members. Open and frequent communication helps to build trust and support of the total educational community.

Roles and Responsibilities of Chapter Officers

Chapter officers must be able to carry out numerous and varied responsibilities, including the following:

- conducting the business of the chapter using procedures and strategies designed to elicit the participation of the entire membership
- maintaining complete, accurate records and meeting minutes
- encouraging chapter and individual participation in conferences
- helping to develop and maintain an environment in which members can grow professionally
- involving total membership in carrying out a dynamic program of work
- implementing a strong publicity program

Each chapter is responsible for determining the composition of its officer team, the duties of each officer, and the process for selecting officers. In short, each chapter is able to tailor a leadership model that best meets its needs. Regardless of the model used by the chapter, the officers must be given real responsibility, recognized by their peers as leaders, and held accountable for performing their duties.

The selection of each officer must be based upon the student’s leadership skills, ability to perform the functions of the office, and desire to serve. Chapter advisers may find it beneficial to discuss the characteristics of effective leadership with the chapter members prior to the selection of officers.

Committee Structure

Many effective local FBLA chapters use a committee structure that involves the largest number of members in developing goals, planning activities, and delivering services. Once the chapter’s

program of work has been determined, committees are created to accomplish the goals of the program. Committees serve as training grounds for future officers by providing members with opportunities to enhance and demonstrate their leadership skills. A variety of committees are formed to carry out specific activities and projects. In addition, standing (permanent) committees are used to perform the functions that are common to most chapters. Standing committees may include the following:

- Executive
- Service
- Fundraising
- Membership Recruiting
- Chapter Communications
- Chapter Meetings
- Public Relations
- Conferences and Competitive Events
- Business Outreach and Partnerships

Project Management

It is important for each FBLA chapter officer, team, and committee to implement a formal project management process to identify goals, determine and obtain needed resources and assistance, monitor progress toward goal attainment, seek and maintain accountability, and evaluate successes and lessons learned. Documentation of the project management process creates training tools for future officers and serves as a record of the chapter's history.

Program of Work (POW)

Developing an effective Program of Work involves planning activities that are of interest to the members and provide opportunities for them to achieve the goals of the organization. While the program should be as comprehensive as possible, it should realistically reflect the chapter's resources, strengths, and limitations. A well constructed practical plan that can be readily implemented is preferable to one that is overly ambitious and may not be doable.

Activities should reinforce the FBLA-PBL goals listed in the National Organization section of this handbook. These activities are meant to facilitate intelligent career choices, enhance business skills, teach the value of community responsibility, and develop individuals' strengths. Chapter activities fall into five functional areas: professional development, community service, social, fundraising, and public relations. Chapters should strive for an appropriate balance among these categories when determining their activities.

Member Recognition Programs

California FBLA is pleased to offer a comprehensive Member Recognition program. Local chapters are encouraged to ensure that their members are familiar with these programs and are fully participating. Application forms and instructions for each of these programs can be found in the Documents Library on www.cafbla.org.

Business Achievement Awards – Individual. This program offers members a self-paced, activity-based leadership achievement program centered on the FBLA themes of Service, Education, and

Progress. A total of four awards - Future, Business, Leader, and America - are available to members based on their personal level of activity and achievement.

Internship Project. This project provides recognition to individuals who take the initiative to apply for the position and participate as an intern.

Member of the Month. Each chapter may nominate one outstanding member each month when submitting the Program of Work Progress Form.

L. Byram Bates Memorial Scholarships. California FBLA typically awards several scholarships of \$1,000 each to graduating members who exemplify the ideas and mission of FBLA. The scholarship program is named in honor of Byram Bates, who retired from California FBLA after 30+ years as an educator, administrator, and business manager for the state association.

Chapter Recognition Programs

California FBLA provides a comprehensive program of work and recognition for local chapters. This program helps to ensure that local chapters offer a complete series of opportunities for members to fully explore business, leadership, and the FBLA program.

Business Achievement Awards (BAA)—Chapter. The primary program for recognizing local chapters is the Business Achievements Awards. California's program incorporates the national recognition program, while providing a simple means for reporting chapter activity to section and state leaders.

Gold Seal Chapter Award of Merit. The top 15 percent of local chapters in each state are eligible for this national recognition program. California FBLA also salutes its top chapters by designating them as Gold Seal Chapters.

Chapter Reports. Specific guidelines for related events can be followed by chapters to ensure that they are offering programs that are complete, well-rounded, and fully integrated with the association's goals. Chapter reports associated with these clusters of activities are: American Enterprise Project, Community Service Project, and the Partnership with Business Project. These three chapter reports are also part of the official competitive event program described later in this document.

State Chapter Projects

Local chapters are encouraged to incorporate as many state projects into their local Programs of Work as possible. In addition to providing the chapter with additional opportunities for recognition, these programs help ensure that the chapter offers its members a comprehensive, well-rounded leadership program.

Government Awareness Project. The public should be aware of the benefits of FBLA and what it offers to members and advisers. Participation in the Government Awareness Project is a requirement for the Chapter Business Achievement Awards and for the Gold Seal Chapter Award of Merit.

March of Dimes - Mission LIFT. For several decades, FBLA has been the largest youth partner of the March of Dimes and has brought in an excess of \$15,000,000. A chapter can earn credit for this project by participating in related fundraising activities.

Adopt-A-Chapter. Chapters are encouraged to contact schools that do not have current FBLA chapters. Members of active chapters could meet with prospective advisers and students to inform them of the benefits of FBLA and provide ongoing assistance to newly chartered or reactivated chapters.

Middle Level Chapter Project. FBLA chapters that start and provide continued assistance to one or more Middle Level chapters or provide support to existing chapters will receive special recognition at the State Conference. The mentoring process must be described in detail.

Professional Division Membership Project. Chapters that recruit ten (10) or more professional members will receive special recognition at the State Leadership Conference.

Competitive Events

The FBLA program with the most visibility and member appeal is typically the competitive events program. With events covering the full spectrum of business skills and business knowledge, each member should be able to find a competition that fits their interests, skills, and aptitude. Chapter leaders should incorporate time and activities into their chapter program of work to ensure members are as well prepared as possible for their events and have the maximum opportunity to succeed in competition.

The FBLA competitive events program is designed to correlate with nationally recognized business curriculum standards. For instance, members participating in competitive events demonstrate their mastery of the Foundation Skills and Competencies outlined by the Secretary's Commission on Achieving Necessary Skills (SCANS) Workplace Skill Standards. FBLA events have been fully correlated with the Business Education Curriculum Standards published by the National Business Education Association

Financing a Local Chapter

Developing a financial plan early in the chapter planning process helps to ensure the successful attainment of chapter goals and objectives. The first step is the creation of a budget outlining the costs of desired programs and activities in the Program of Work as well as the sources of funding. Budget development is generally a dynamic process involving frequent revisions and difficult decision making. It is critical that members understand the budget as well as their responsibilities as the stewards of chapter funds.

Costs. In addition to the direct costs of carrying out the Program of Work, there are “required” costs associated with the operation of an FBLA chapter. Some of those expenses include the following:

- Charter/reactivation fees. Newly organized local chapters and inactive chapters that are starting anew must pay a fee to affiliate with the national association. By paying the fee, local chapters are designated as active, will receive the national handbook, and become eligible for all benefits related to the affiliation.

- **National and State Dues.** FBLA bylaws state that each individual member of FBLA must join and pay dues at the local, state, and national levels. National dues are determined by the national association and assessed as a per member fee. State dues are set by the State Board of Directors and are also assessed as a per member fee.
- **Section Dues.** California FBLA's structure includes geographic sections that allow for more localized service and representation of local chapters and members. Sections are funded by chapter (rather than member) dues. These dues, which are the same for all six sections are set by the sections and state chapter and are assessed once at the beginning of each school year on a per school basis.

All other expenses of the chapter depend on the decisions and choices made by the leaders and members of the chapter.

Funding Sources: Sources of funding for operating FBLA programs to benefit members vary from chapter to chapter. However, a few sources that chapters tend to have in common are listed below:

- **Direct member assessments.**
Chapters assess their members in a variety of ways. Chapters may require members to pay their own state and national dues and some collect local chapters dues at the time the student becomes a member. Students are sometimes requested to cover part or all of the cost of attending conferences or participating in specific activities. While some chapters provide members opportunities to earn their dues through participation in chapter activities, it is important to ensure that members contribute personally (either in time or money) and gain a sense of ownership in the chapter and its goals.
- **Fundraising.**
FBLA has partnerships with a wide range of fundraising companies which provide materials, products, and assistance to local chapters seeking to raise funds for their chapter treasuries. In addition, many chapters find success with local fundraising partners and with fundraising activities they design themselves.
- **School Funding.**
As a co-curricular program designed to support the learning objectives of the school, FBLA may qualify for funding from the school, business department, and district. Many chapters have found it helpful to consult with school and district administrators about the availability of such funds.
- **Career/Technical Education Funds.**
State and federal Career Technical Education funds are important sources of revenue for vocational leadership programs, such as FBLA. While these funds cannot be used to cover individual expenses, such as dues, they can be used for expenditures that benefit the entire chapter and the business education program, such as buses to conferences, supplies, and materials. For best results, advisers are encouraged to become familiar with the funding process and to submit requests for funding early in the budgeting process. To determine the availability of Carl D. Perkins funds, CTE teachers can contact their district offices.

- Corporate/Business/Community Contributions.
Partnerships with members of the educational and business communities can provide numerous types of support to local FBLA chapters. Community members frequently assist by serving as advisers in developing an effective curriculum and Program of Work; and, as they become aware of FBLA's many benefits, they are often willing to provide funding. FBLA members can, in turn, assist businesses or organizations with special events or projects. FBLA members may also provide presentations to potential donors, explaining how donated funds will benefit the chapter as well as the donor. A thank you letter should be sent to the donors of funds; and, upon using donated funds, members are encouraged to provide an accounting to the donor.

Recruiting Members

The most important component of a successful FBLA chapter is its members! The goal of every chapter is to recruit dependable, enthusiastic, and knowledgeable students who are willing to become involved and who will contribute to the overall success of the organization.

Membership recruitment is a process that, like a fundraiser, a public relations campaign, or a service project, must be well planned. The recruiting campaign needs to have realistic but challenging goals; human and financial resources as well as time that will be dedicated to its implementation; a timeline with measurements of progress; and responsibilities assigned to specific individuals.

Student leaders are most likely to affiliate with an organization that is able to reach its goals through careful planning and successful execution of its plans. Thriving chapters find the key to growth is in the design and implementation of a varied, comprehensive, and exciting Program of Work.

Public Relations

There are two key reasons for FBLA local chapters to engage in active public relations campaigns. First, FBLA programs impact the lives of student members in many positive ways and their successes should be publicized and celebrated. Second, FBLA programs are more successful when they are supported by community and business volunteers and leaders; publicizing the programs is a critical step in securing this support.

Public relations activities that chapters may consider using include:

- Press releases to newspapers, radio stations, and local television and cable broadcasters
- Newsletters, brochures, and fliers that can be distributed in the community
- Posters that can be used to spread the word about FBLA activities
- Public Service Announcements (PSA's) for the schools public announcement broadcast and for distribution to local radio, television, and cable operators
- Visual displays, such as an exhibit at a community or school fair, a float in a community parade, and a billboard on the highway

As with all public relations campaigns, the key to success for an FBLA chapter is frequency, relevance, and uniqueness. Success stories should be communicated effectively and often.

Involving Parents, Alumni, Administrators, and the Business Community

Successful advisers recruit other responsible adults to assist them with as many advising responsibilities as possible. Active support should be solicited from business leaders, parents, alumni, and members of the school's faculty and administration.

When soliciting support, it is important to assess the needs of the chapter and to identify ways in which specific volunteers can contribute to the chapter's success. Such contributions could include making presentations at chapter meetings, coaching individuals or groups of members in preparation for competitive events, and providing job shadowing opportunities. Some volunteers may become involved in the actual administration of the chapter by coaching the fundraising committee, chaperoning groups of members on field trips, or serving on a chapter advisory committee.

When the school's administrators are involved in and aware of the chapter's activities, programs, successes, and challenges, they are more likely to view FBLA as an integral part of the school's educational program. Projecting a positive image is necessary to gain administrative support in a variety of forms, including financial resources and permission for and assistance with chapter activities.

While one-time volunteer contributions may be helpful, the most effective involvement occurs when a partnership is formed between and among the FBLA chapter and its volunteers. Successful partnerships are dependent upon two-way contributions and communications. Chapter members are encouraged to explore ways to assist their partners, offer them assistance, and follow through with their commitments. Demonstrations of commitment often result in the gain of additional partners for the chapter as well as future career/job opportunities for individual FBLA members.

Complying with School and District Policies

FBLA is a co-curricular program and has been recognized as an effective tool for achieving educational goals when used as an integral part of the instructional strategy of a school. Because FBLA has positioned itself as part of the school's delivery system, it is important that the chapters are aware of and comply with relevant policies and procedures established by the school and the district.

FBLA chapters can be impacted by policies and procedures regulating activities, such as traveling to events, chaperoning activities, raising and expending funds, organizing partnerships with community members and organizations, and conducting meetings. It is the responsibility of the chapter adviser to know when a policy or procedure is relevant and to ensure compliance by maintaining open lines of communication with school leaders.

VIII. INTEGRATING FBLA INTO THE CURRICULUM

The FBLA program of activities complements, supplements, and strengthens the instructional program of career technical education. Combined with classroom instruction and significant projects, FBLA activities give greater scope and depth to the total instructional program. Success in a career is dependent upon attitudes that lend themselves to leadership development within an educationally oriented, student-center program. FBLA provides an avenue for the enrichment of the instructional program through competitive events and activities planned by students under the guidance and direction of the adviser. In preparing for competitive events, FBLA members are also developing the knowledge, skills, and attitudes required for entry and advancement in business occupations and for the pursuit of advanced training.

FBLA in the Educational System

FBLA is a co-curricular program rather than an extra-curricular activity. It has been designed to be flexible and can be adapted to a wide range of educational structures and delivery systems.

Comprehensive High Schools. Most FBLA chapters are operated on comprehensive high school campuses which provide diverse student populations from which to recruit members. One of the challenges involved with this structure is not always having dedicated time for chapter meetings. In addition, communication among and between chapter members can be problematic when not all members are in a class with the chapter adviser. The ideal arrangement is to have a standard day and time for chapter meetings so that members can schedule and plan their involvement. In schools that have only one lunch period, chapters often find this a convenient time to meet. Another effective approach is to operate FBLA as a leadership class that meets district graduation requirements.

Academies. The academy model, sometimes referred to as a partnership academy or a career academy, involves smaller groups of students working with a team of teachers in a “school-within-a-school” setting that aligns curriculum content with a career pathway theme. The motivational activities that contribute to improving student achievement are well supported with the communication and leadership activities associated with FBLA.

Virtual Enterprise. A Virtual Enterprise is a simulated business that is set up and run by students to prepare them for working in a real business environment. With the guidance of a teacher (“consultant”) and real-world business partners, the students determine the nature of their business, its products and services, and its management and structure. Once their business is organized, students become engaged in its day-to-day operations. Emphasis is placed on using current business software, communications, and the Internet for business transactions. Communication and leadership skills are enhanced by the Virtual Enterprise and FBLA modalities, as both require formal presentations, teamwork, and the ability to motivate all stakeholders to perform for the benefit of the business organization.

Junior Achievement. Along with FBLA, Junior Achievement (JA) is a great way to prepare for a future in the business world. Junior Achievement is a non-profit, worldwide organization that reaches nearly 5.2 million students. It allows students to hone their business skills and interact with real business professionals. Volunteers who care about today’s future business leaders service the organization.

The www.ja.org Web site offers a variety of student and instructional resources that can be integrated into FBLA chapters and Business Education programs. These resources address the areas of personal finance, entrepreneurship and business ethics. Job shadowing is a yearlong national effort to enrich the lives of students by acquainting them with the world of work through on-the-job experiences and a carefully crafted school curriculum that ties academics to the workplace. The effort helps young people understand how what they learn in the classroom leads to success in the workplace. National job shadowing is a coordinated effort of Junior Achievement, America's Promise - The Alliance for Youth, the U.S. Department of Education and the U.S. Department of Labor. National partners include the Society for Human Resource Management (SHRM) and the Association for Career and Technical Education (ACTE). More information can be found at www.JobShadow.org.

Work-based Learning Strategy. To address the elements of national and state initiatives, schools are looking at school-based and work-based programs in a new light. Schools are expanding their programs that offer experiential learning to meet the needs of students, employers, and the community. They are including such programs as the community classroom, cooperative vocational education, internships, and youth apprenticeships.

Community Classroom Instructional Methodology. The community classroom (CC) instructional methodology uses unpaid, on-the-job training experiences at business, industry, and public agency sites to help students acquire entry-level employment. The intent of the community classroom methodology is to provide students with additional resources to extend their concurrent formalized classroom instruction and enhance their acquisition of saleable skills. FBLA students may want to pursue the possibility of such training with one of their community partners.

Cooperative Vocational Education. Cooperative vocational education (CVE) is another instructional methodology that correlates concurrent formal career technical classroom instruction and FBLA experiences with regularly scheduled, paid, on-the-job training experience. Cooperative vocational education assists students in developing and refining occupational competencies (e.g., attitudes, skills, and knowledge) needed to acquire, adjust to, and become knowledgeable in an occupational area.

Vocational Work Experience. Vocational work experience education reinforces and extends career learning opportunities for students through a combination of related classroom instruction and supervised paid employment. This experience is generally a capstone option for students completing a pathway sequence of courses.

Integrating Technology. Technology and the growing complexity of businesses have expanded the need for employees who can analyze, design, and manage information. Business and technology education courses prepare students to use technology to conduct research, analyze options, and make decisions. FBLA supports the integration of technology in the educational process through a wide program of activities and competitive events. Some examples of these activities include online career research, participation in stock market simulations, and the preparation of Web sites and multimedia presentations.

Standards-Based Instruction

Business and business-related educational programs are enhanced when they are aligned with FBLA’s goals of developing personal and professional qualities and skills relative to leadership, collaboration, self-esteem, social awareness, citizenship, competitiveness, and personal interaction. Addressing career technical education standards and reinforcing core academic standards helps to ensure that students are prepared for high stakes testing, advanced education, and entry into the world of work. The FBLA curriculum supports the standards that are addressed on the California High School Exit Exam. California FBLA events have been correlated with national business education standards, the Secretary’s Commission on Achieving Necessary Skills (SCANS), and the *California Career Technical Education Model Curriculum Standards*.

California Career Technical Education Model Curriculum Standards: Structure and Terminology

Industry Sectors and Career Pathways

The California Career Technical Education (CCTE) Model Curriculum Standards are presented in 15 industry sectors, or groupings of related careers and broad industries, that are listed below. The three Business Education sectors are shown in italics:

Agriculture and Natural Resources
Arts, Media, and Entertainment
Building Trades and Construction
Education, Child Development, and
Family Services
Energy and Utilities
Engineering and Design
Fashion and Interior Design

Finance and Business
Health Science and Medical Technology
Hospitality, Tourism, and Recreation
Information Technology
Manufacturing and Product Development
Marketing, Sales, and Service
Public Services
Transportation

Each sector has two or more career pathways. A ***career pathway*** is a coherent sequence of rigorous academic core and technical courses that prepares students for successful completion of state content and technical standards, advanced postsecondary course work, and entry level occupations. Within each career pathway are identified standards detailing the knowledge and skills students need to succeed in the selected pathway. The pathways are not mutually exclusive. Many sectors require similar knowledge and capabilities, especially in the areas of general work and life skills. Many careers draw on knowledge and skills classified under more than one pathway or more than one industry sector.

Standards within Industry Sectors

Standards serve as the basis for the curriculum framework, instructional materials, and statewide assessments in all grades and content areas in California. The CCTE model curriculum standards have been developed for use at the secondary level, grades seven through 12.

There are two levels of detail in the standards: standards and subcomponents. *Standards* are general expectations of what students should know and be able to do. Each standard has at least two *subcomponents* that elaborate on the specific knowledge and skills encompassed by the standards. The subcomponents are listed below the standards.

Each industry sector has two different *types* of standards: Foundation Standards and Pathway Standards. ***Foundation Standards*** are the 11 core standards that all students need to master to be successful in the Career Technical Education (CTE) curriculum and in the workplace. Foundation standards support and extend the skills and competencies identified by the Secretary’s Commission on Achieving Necessary Skills (SCANS). These 11 standards are uniform in all industry sectors although the subcomponents (details) may differ slightly. The Foundation Standards are listed below:

1.0	Academics	6.0	Health and Safety
2.0	Communications	7.0	Responsibility and Flexibility
3.0	Career Planning and Management	8.0	Ethics and Legal Responsibility
4.0	Technology	9.0	Leadership and Teamwork
5.0	Problem Solving and Critical Thinking	10.0	Technical Knowledge and Skills
		11.0	Demonstration and Application

Foundation standards 1.0, Academics, and 2.0, Communications, refer to the California academic core content standards. The academic foundation standards are the relevant California content standards that individual sectors will integrate into the pathway standards, support, and reinforce through application.

Most academic standards appear in foundation standard 1.0, Academics, although English-language arts standards are generally listed in 2.0. Communications, as they are broad-based enough to include most communication standards for the sector.

Within the three *Business Education Industry Sectors*, the Foundation Standards and subcomponents are identical for standards 1.0 through 9.0 and including 11.0 Foundation Standard 10.0 Technical Knowledge and Skills, refers to the essential knowledge and skills common to all pathways in a specific sector. Therefore, the subcomponents will vary from one sector to another.

The ***pathway standards*** are concise statements that reflect the essential knowledge and skills students need for success in each specific career pathway.

All content standards can be viewed at www.cde.ca.gov/be/st/ss. The California Business Education Resource Consortium Web site at www.bused.org includes the following resources: All Business Education sector standards with related projects and curriculum assessment matrices; Business Education Foundation Standards highlighting those that are tested on the California High School Exit Exam; and tools for curriculum development, sample Business Education lessons, and sample Business Education Course Outlines.

Career Technical Education Framework for California Public Schools

The California CTE Framework was adopted by the State Board of Education in January, 2007 and is scheduled for publication in the summer of 2007. The framework provides a blueprint for building course sequences and organizing instruction to give every child the opportunity to meet or exceed the CCTE Model Curriculum Standards.

The framework also discusses the unique role that is served by Career Technical Student Organizations (CTSOs), such as FBLA, which provide activities specific to an industry sector or career pathway. The FBLA activities and events are also specific to one or more of the Foundation Standards as well as standards that are included in each of the Business Education Sectors and Pathways.

Instructional Activities

The following sections of this handbook include sample instructional activities to facilitate integrating elements of FBLA into Business Education and schoolwide programs. Activity A. California and National FBLA Awards Program Competitive Events includes the California Awards Program (CAP) At-a -Glance. Activities *B* through *N* include Curriculum Integration charts summarizing the activities and providing suggested Foundation Standards, Business Education Industry Sector Standards, and Pathway standards and subcomponents which may align with the activities. (See page 29 for information on the *California Career Technical Education Model Curriculum Standards*.) ***Neither the activities nor the list of standards and subcomponents are all-inclusive.*** The standards that are addressed are dependent upon how the activities are presented. The activities as well as the standards are suggestions which advisers/teachers may take to another level.

Note: It is important that chapter advisers share the activities and related standards with school administrators, curriculum developers, business partners, and all other stakeholders as evidence of the co-curricular nature of FBLA.

The instructional activities are presented in the following order:

- A. California and National FBLA Awards Program Competitive Events
- B. Membership Recruitment
- C. Chapter Ceremonies
- D. Creating and Training a Chapter Officer Team
- E. Program of Work
- F. Local Chapter Annual Business Report
- G. Chapter Meetings Management
- H. Chapter Web sites
- I. Community Service
- J. Oral Presentation Skills
- K. Partnering with Business

- L. Planning for Career and Leadership Activities
- M. Promoting FBLA-PBL Week and American Free Enterprise Day
- N. Technology Presentation Skills

A. California and National FBLA Awards Program Competitive Events

The FBLA competitive events program is referred to as the California Awards Program (CAP) or the National Awards Program (NAP). Both programs have documents that contain the guidelines and rules for participating in one of the more than 50 events offered. Both documents are available on the national and states Web sites. Unless a student is competing at the national level, the CAP document should be utilized. At the beginning of the CAP document is the CAP At-a-Glance which contains a list of all events organized by individual, team, and chapter, and indicating the level at which the competition begins.

The FBLA Awards Program is designed to offer students the opportunity to achieve recognition and to assist in the development of occupational proficiencies. Skills acquired in the classroom are enhanced and validated through competition in various events.

The competitive events program exemplifies the range of activities and focus of the FBLA experience. These are based on business education curricula, the goals of FBLA-PBL, and current career competencies.

FBLA is committed to facilitating the transition of its members from their educational development into their chosen occupation/career. The competitive events program plays a central role in delivering on this commitment. The program allows members to demonstrate and validate their mastery of essential business concepts, skills, and knowledge. In addition, members participating in this program will:

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

The FBLA competitive events program is designed to correlate with nationally recognized business curriculum. For instance, members participating in competitive events demonstrate their mastery of the Foundation Skills and Competencies outlined by the SCANS Workplace Skill Standards. FBLA events have also been correlated with the Business Education Curriculum Standards published by the National Business Education Association.

Adviser Activities:

1. Review the California Awards Program (CAP) document online.
2. Print a copy and keep in a binder.
3. Orient students to the awards program by providing them the CAP At-A-Glance.
4. Encourage members to visit www.cafbla.org to get details on all of the events to determine interest in a specific event.
5. Determine dates/deadlines for awards program activities.
6. Select students for specific events. A chapter run-off selection process should be in place in case the number of students interested in a particular event exceeds the number allowed.
7. Provide guidance and direction for students as they prepare for their events.

Student Activities:

1. Select an event, which is related to their career objectives.
2. Review all information related to the chosen event.
3. Utilize accelerated individual study and study groups for skill and knowledge mastery.
4. Complete the activities needed to prepare for participation in the event.
5. Participate in the event at the appropriate conference level.

Best Time to Use This Activity

Early in the school year, the California FBLA Awards Program should be introduced and the students encouraged to begin preparing to participate in their selected events. It is important to carefully outline participation requirements and allow students ample time to select events that will enhance their instructional objectives.

Preparation for the awards program is provided through the instructional program on an ongoing basis.

Details of California FBLA Awards Program

Specific information on the California FBLA Awards Program can be found at www.cafbla.org. The Competitive Events Coordinator can be contacted at competition@cafbla.org for additional information.

Details of National FBLA Awards Program

Generally, California first and second place winners in an event requiring an interview or a performance will be eligible to compete at the National Leadership Conference. The California first, second, and third place winners in events requiring ONLY a written test will be eligible to compete at the National Leadership Conference. Eligible students should consult the National FBLA Awards Program handbook for specific details.

Resources:

- www.cafbla.org and www.fbla.org
- *FBLA Chapter Management Handbook* (contains National Awards Program)
- Business Education Model Curriculum Standards
- SCANS Workplace Skill Standards
- NBEA Standards

CALIFORNIA FBLA AWARDS PROGRAM AT-A-GLANCE: 2008 EDITION

	Enter per Chapter*	Section	State
INDIVIDUAL			
Accounting I	3	X	X
Accounting II	3	X	X
Business Calculations	3	X	X
Business Communication	3	X	X
Business Law	3	X	X
Business Math	3 (grades 7-10 only)	X	X
Business Procedures	3	X	X
Computer Applications	3	X	X
Computer Problem Solving	3	X	X
Creed Contest	1 (grades 7-10 only)	X	X
Cyber Security	3	X	X
Database Design & Applications	3	X	X
Desktop Application Programming**	3		X
Economics	3	X	X
Electronic Career Portfolio**	1		X
FBLA Principles & Procedures	3 (grades 7-10 only)	X	X
Future Business Leader	2	X	X
Impromptu Speaking	1		X
Internet Application Design Programming**	3		X
Introduction to Business	3 (grades 7-10 only)	X	X
Introduction to Business Communication	3 (grades 7-10 only)	X	X
Introduction to Parliamentary Procedure	3 (grades 7-10 only)		X
Introduction to Technology Concepts	3 (grades 7-10 only)	X	X
Job Interview	2	X	X
Marketing	3	X	X
Networking Concepts	3		X
Personal Finance	3	X	X
Public Speaking I	1 (grades 7-10 only)	X	X
Public Speaking II	1	X	X

*See introduction section of California Awards Program for exceptions to this number for written only events that start at section.

**These events have a pre-conference component to be submitted by date provided in guidelines. All students in these events must be registered for the State Leadership Conference.

California FBLA Awards Program At-A-Glance (Page 2)

	Enter per Chapter*	Section	State
INDIVIDUAL (continued)			
Spreadsheet Applications	3	X	X
Technology Concepts	3	X	X
Word Processing I	3 (grades 7-10 only)	X	X
Word Processing II	3	X	X
TEAM			
Business Ethics**	1 team of 2 or 3		X
Business Financial Plan**	1 team of 2 or 3		X
Desktop Publishing**	1 team of 2		X
Emerging Business Issues**	1 team of 2 or 3		X
Entrepreneurship	1 team of 2 or 3	X	X
Global Business	1 team of 2 or 3	X	X
Management Decision Making	1 team of 2 or 3	X	X
Network Design	1 team of 2 or 3		X
Parliamentary Procedure	1 team of 4 or 5	X	X
INDIVIDUAL/TEAM			
Banking & Financial Systems	1 entry (up to 3 members)		X
Business Plan**	1 entry (up to 3 members)		X
Business Presentation**	1 entry (up to 3 members)		X
Digital Video Production**	1 entry (up to 3 members)		X
E-business**	1 entry (up to 3 members)		X
Virtual Business Challenge (National Event)	No limit. See Guidelines.		
Web Site Development**	1 entry (up to 3 members)		X
CHAPTER			
American Enterprise Project**	1		X
Community Service Project**	1		X
Local Chapter Annual Business Report**	1		X
Partnership with Business Project**	1		X
Sweepstakes			X

*See introduction section of California Awards Program for exceptions to this number for written only events that start at section.

**These events have a pre-conference component to be submitted by date provided in guidelines. All students in these events must be registered for the State Leadership Conference.

California FBLA Awards Program At-A-Glance (Page 3)

	Enter per Chapter*	Section	State
RECOGNITION AWARDS			
Charles Dee Cox Outstanding Local Adviser Award	1	X	X
Membership Awards	See guidelines		X
Scholarship	See guidelines		X
Who's Who in FBLA	See guidelines	X	X

*See introduction section of California Awards Program for exceptions to this number for written only events that start at section.

**These events have a pre-conference component to be submitted by date provided in guidelines. All students in these events must be registered for the State Leadership Conference.

B. Membership Recruitment

The recruitment of new members is an essential project for all FBLA chapters. It is critical that all business education students be made aware of the organization and provided the opportunity to participate. Each local chapter should develop a “plan of action” for promoting FBLA.

A membership recruitment plan should be crafted by the officer team for implementation at the beginning of the school year.

Adviser Activities:

1. Discuss goals of FBLA and importance of informing business and technology education students about the opportunities available through FBLA.
2. Review the criteria for membership and dues.
3. Guide students in brainstorming membership recruitment ideas.
4. Discuss with students the role of the chapter and the committees.
5. Assist students in planning the recruitment ideas that were selected.

Student Activities:

1. Review recruitment ideas used in the past.
2. Ask other chapters for assistance on what has and has not worked for them.
3. Brainstorm ideas and select those the chapter feels can be accomplished.
4. Prepare a timeline for carrying out each activity selected.
5. Decide how chapter members will be involved in the activities.
6. Determine a procedure for setting up committees.
7. Develop a budget for each activity.
8. Conduct a follow-up evaluation of each activity for future reference.
9. Conduct recruitment activities as planned.

Best Time to Use This Activity

It is very important that membership recruitment activities take place at the beginning of the school year in order to establish a membership base to carry out the Program of Work. Subsequent membership recruiting campaigns should be conducted at the start of each new academic term.

Resources:

- *FBLA Chapter Management Handbook*
- FBLA Section Director or Program Coordinator

FBLA CURRICULUM INTEGRATION

B. Membership Recruitment

<p>Summary of FBLA Activities</p>	<p>Suggested Business Education Foundation Standards (FS) and Subcomponents (abbreviated) Subcomponent numbers are in parentheses.</p>	<p>Suggested Business Education Pathway Standards and Subcomponents (abbreviated) Subcomponent numbers are in parentheses.</p>
<p>Conduct chapter meetings on recruitment Brainstorm/plan Assign responsibilities and set up committees Develop a budget</p> <p>Conduct recruitment activities as planned</p>	<p>1.0 Academics (academic core) 1.1 Mathematics—grade 7 2.0 Communications: effective oral, written, and multimedia communication in a variety of formats and contexts (academic core) 2.1 Reading—grades 9-10 2.2 Writing—grades 9-10 (2.6) Deliver multi-media presentations 2.3 Written and Oral English Language conventions—grades 9-10 2.5 Written business communication modes 4.0 Technology (4.2) Use of technological resources 5.0 Problem Solving and Critical Thinking 7.0 Responsibility and Flexibility 9.0 Leadership and Teamwork 11.0 Demonstration and Application</p> <p><i>Finance and Business Industry Sector:</i> FS 10. Technical Knowledge and Skills (10.1) Cash management techniques</p> <p><i>Marketing, Sales, and Service Industry Sector:</i> FS 10. Technical Knowledge and Skills (10.4) Promotion concepts and strategies</p> <p><i>Information Technology Industry Sector:</i> FS 10. Technical Knowledge and Skills (10.5) Use technology to manage the work flow and provide feedback</p>	<p><i>Finance and Business Industry Sector:</i> C. Business Financial Management Pathway C1.0 Create and use budgets to guide financial decision making</p> <p><i>Marketing, Sales, and Service Industry Sector:</i> D. Professional Sales and Marketing Pathway D1.6 Understand buying motives and customer’s decision-making process.</p>

C. Chapter Ceremonies

The **chapter installation ceremony** is appropriate when a chapter first receives its charter or is reinstated after a period of inactivity. This ceremony officially celebrates that the chapter is ready to fully participate in all FBLA activities and programs.

The **new member induction ceremony** officially recognizes students as members of the FBLA organization. FBLA is a professional business organization which performs many useful services within the community similar to those of well-known organizations, such as the Optimist, Soroptimist, Kiwanis, and Lions Clubs. For many students this is their introduction to the operation of professional organizations and the first in a series of life-long organization memberships. Regardless of when and where it is held, the induction ceremony should be solemn and well organized. It confirms that candidates have met membership qualifications, emphasizes the purposes of FBLA, and provides an opportunity to stress the leadership development and social aspects of FBLA activities. In addition, the planning and implementation of the ceremony assists students in developing and applying numerous organizational, leadership, and human relations skills.

The **officer installation ceremony** officially recognizes chapter officers as the leaders of the organization. Attempts are generally made to make the ceremony as beautiful as possible, using flowers, candles (where permitted), and symbols that demonstrate the responsibility of being a chapter officer.

The chapter ceremonies may be elaborate or simple, but all should be professional. Ideally, ceremonies are held in the evening so parents and school officials may attend, and are followed with refreshments and time for social engagement. The ceremonies may also serve as parent information programs, precluding the need for additional meetings and giving parents an idea of what to expect for the coming year.

Adviser Activities:

1. Use class time to discuss the importance of membership in professional organizations.
2. Explain the role and importance of all members in any organization.
3. Introduce the idea of conducting a parent night/orientation activity.
4. Guide students in implementing the parent night/orientation activity.

Student Activities:

1. Set a time and date for the induction/installation/parent night/orientation ceremony.
2. Confirm a location.
3. Request approval from the school administration if school facilities are involved.
4. Plan a program of activities.
5. Determine policy regarding the use of lighted candles at the facility to be used.
6. Develop a guest list.
7. Prepare and send invitations to parents, employers, school officials, etc.
8. Identify and obtain materials, which will be needed for ceremony (candles, flowers, podium, microphones, etc.)
9. Prepare the tentative script.
10. Rehearse the program of activities.
11. Implement the activity as planned.
12. Evaluate the activity to record what worked well and what could be improved for future events.

Resources:

- FBLA *Chapter Management Handbook*
- Section or state officer/s to assist with the ceremony
- FBLA Section Director or Program Coordinator

FBLA CURRICULUM INTEGRATION

C. Chapter Ceremonies

<p align="center">Summary of FBLA Activities</p>	<p align="center"><u>Suggested Business Education Foundation Standards (FS) and Subcomponents (abbreviated)</u> Subcomponent numbers are in parentheses.</p>	<p align="center"><u>Suggested Business Education Pathway Standards and Subcomponents (abbreviated)</u> Subcomponent numbers are in parentheses.</p>
<p>Conduct chapter meetings on ceremonies Plan a date, time, location, program, and guest list Obtain approval from administrators as appropriate Prepare and send invitations Obtain materials Prepare a script Assign responsibilities and set up committees Rehearse the program</p> <p>Conduct Ceremonies Carry out the ceremony/ies as planned Evaluate the activity and record what worked and what could be improved.</p>	<p>1.0 Academics (academic core) 1.1 Mathematics—grade 7 2.0 Communications: effective oral, written, and multimedia communication in a variety of formats and contexts (academic core) 2.1 Reading—grades 9-10 2.2 Writing—grades 9-10 (2.6) Deliver multi-media presentations 2.3 Written and Oral English Language conventions—grades 9-10 2.5 Written business communication modes 4.0 Technology (4.2) Use of technological resources 5.0 Problem Solving and Critical Thinking 7.0 Responsibility and Flexibility 9.0 Leadership and Teamwork 11.0 Demonstration and Application</p> <p>Finance and Business Industry Sector: FS 10. Technical Knowledge and Skills (10.1) Cash management techniques</p> <p>Information Technology Industry Sector: FS 10. Technical Knowledge and Skills (10.5) Use technology to manage the work flow and provide feedback.</p>	<p>Finance and Business Industry Sector: C. Business Financial Management Pathway C1.0 Create and use budgets to guide financial decision making</p>

D. Leadership Opportunities

The selection of a well-qualified, enthusiastic, and dependable management team is critical to the success of any organization. In FBLA, a management team is needed at the local, section, state, and national levels.

Local Chapter Leadership Opportunities

This process begins with the selection of the chapter officers. It is important that all chapter members have an understanding of the duties and responsibilities of each office so that they can elect individuals who possess the essential skills, abilities, and leadership qualities.

The chapter may be organized in several ways. The major emphasis, however, should be on having ALL members involved in some way. When the members are involved, they have a sense of self worth and of being part of a team. The organization and use of committees can play a major role in obtaining and maintaining member involvement in chapter activities throughout the year.

The officer election processes will vary from chapter to chapter; however, the common process includes nominating candidates, conducting campaigns, holding an election, and installing the officers. Members are encouraged to exercise their right to vote.

Adviser Activities:

1. Lay the groundwork for a wise selection of officers by taking time to study and discuss the characteristics of leadership and how these can be developed.
2. Make certain that students understand what is meant by "democracy" and "compromise."
3. Guide students in determining the most appropriate officer structure for the chapter.
4. Review the qualifications and specific responsibilities of the offices to be filled by student leaders.
5. Emphasize the importance of selecting not only capable but willing officers.
6. Guide students in the selection of a Nominating Committee (if appropriate).
7. Guide students in conducting campaign sessions (if appropriate).
8. Guide students in conducting a fair election.
9. Discuss with students the role of committees.
10. Guide students in establishing chapter committees.
11. Assist students in planning an Officer Installation Ceremony.

Student Activities:

1. Review and discuss leadership characteristics in class.
2. Study and discuss the qualifications and specific responsibilities of the various offices.
3. Elect a nominating committee to recommend a slate of candidates for the positions indicated (if appropriate).
4. Select a time and place for conducting interviews with potential officer candidates.
5. Conduct interviews with potential candidates to determine the office for which he/she would be best suited, how much time he/she is willing to spend and how knowledgeable each candidate is of the organization.
6. Submit the committee's recommendations to the general membership at a regularly scheduled meeting (if appropriate).
7. Monitor candidates' campaign strategies to ensure that campaign rules are not violated.

8. Determine the procedures that will be used for the election of officers. Voting should be conducted according to the chapter's bylaws and should follow Robert's Rules of Order.
9. Conduct the election at a meeting for which care has been taken to ensure good attendance.
10. Count the ballots and report the results.
11. Give the ballots to the adviser for safekeeping.
12. Determine the importance and types of committees that will be needed to conduct chapter business.
13. Select individuals to serve on the committees who have talents and abilities that match the work of the committee.

Local Chapter Officer Training:

Once a chapter officer team is elected, they will need to have a training session. There are many ways in which this can be accomplished. Some chapters take the team out of the school locale for several days of training, while some hold the training at the school site or the home of a member. However the training is conducted, the officers will benefit from time spent getting to know one another's personal attributes, skills, and abilities. The training session is the opportune time for setting goals for the year and organizing the chapter's Program of Work (POW). The POW is discussed in detail later in this document.

Best Time to Use This Activity:

It is recommended that chapter officer elections be held in the spring, so that they may set goals to be implemented early in the following school year.

Resources:

- School and district administration for organization/club requirements and/or guidelines
- *FBLA Chapter Management Handbook*
- FBLA Section Director or Program Coordinator for guidance in electing officers and conducting the installation ceremony
- *Robert's Rules of Order, Newly Revised*
- Officer Resource Guides for each office at www.cafbla.org in the Document Library

SECTION, STATE, AND NATIONAL LEADERSHIP OPPORTUNITIES

As previously mentioned, there are many leadership opportunities within a local FBLA chapter. For students who would like to pursue additional leadership options, further training can be accomplished by serving as a section, state, or national FBLA officer.

Each chapter should establish criteria for a student who wants to take this extra step. Ideally, the student should have served as a local chapter officer and performed in an exemplary manner. A student who is interested in additional options should give a great deal of thought to making this decision, taking into consideration such things as planning a campaign, attending meetings, and time and effort involved in performing the duties of the chosen office.

Adviser Activities:

1. Research the responsibilities of serving as the adviser of a student who serves as a section, state, or national officer.
2. Research the qualifications and specific responsibilities of the various offices available.

3. Meet with the student to discuss which level of office and which specific office interests the student.
4. Make certain that the chapter supports the student as a candidate for this office.
5. Meet with the parent/guardian to get support for this decision.
6. Meet with the school administrators for approval and support.
7. Guide the officer candidate and the chapter as a campaign is planned and carried out.
8. Attend training sessions with the student if required.
9. Assist the student as needed throughout the year.

Student Activities:

1. Research the qualifications and specific responsibilities of the various offices available.
2. Make a decision as to which office to seek.
3. Discuss the time commitment with parents/guardians.
4. Obtain the support of chapter adviser and local chapter.
5. With the help of the local chapter, plan an effective campaign.
6. Meet on a regular basis with adviser to provide a progress report on responsibilities and duties.
7. Work with the person responsible for the level of the office selected—section, state, or national.

Each of the six California sections has a set of officers to carry out the duties of the section. The president of each section serves as a State Vice President representing their respective section.

The California FBLA State Chapter includes the following officers: State President, Six Section Presidents, Secretary-Treasurer, Parliamentarian, and Public Relations Officer.

California FBLA holds a Leadership Summit each summer for all section and state officers. This training session provides the officers with the tools needed for service in that office. Goals are set for the year and the Program of Work is developed. The State Officers' Adviser plans this training session and continues to work all year with the state officer team. The six Section Directors provide assistance to each of their section teams.

National FBLA comprises a President, Secretary, Treasurer, Parliamentarian, and a Vice President from each of the five geographical regions.

The National Office provides an Institute for Leaders two days prior to the National Leadership Conference. All candidates for a national office must attend. Later in the summer, students who are elected to serve as national officers receive additional training at the National Center in Reston, Virginia.

Resources:

- *Section Officer Candidate Guide*
- *State Officer Candidate Guide*
- *National Officer Candidate Guide*
- Section Director, State Officers' Adviser, or National Office

FBLA CURRICULUM INTEGRATION

D. Leadership Opportunities

<p>Summary of FBLA Activities</p>	<p>Suggested Business Education Foundation Standards (FS) and Subcomponents (abbreviated) Subcomponent numbers are in parentheses.</p>	<p>Suggested Business Education Pathway Standards and Subcomponents (abbreviated) Subcomponent numbers are in parentheses.</p>
<p>Become familiar with leadership characteristics and the qualifications for and responsibilities of FBLA officers.</p> <p>Elect a nominating committee to interview potential officer candidates and submit recommendations.</p> <p>Monitor campaign strategies used by candidates.</p> <p>Plan and conduct the election process.</p> <p>Determine and organize committees and select committee members.</p> <p>Plan and conduct section, state, and national officer opportunities.</p>	<p>1.0 Academics (academic core)</p> <p>1.1 Mathematics—grade 7</p> <p>2.0 Communications: effective oral, written, and multimedia communication in a variety of formats and contexts (academic core)</p> <p>2.1 Reading—grades 9-10</p> <p>2.2 Writing—grades 9-10 (2.6) Deliver multi-media presentations</p> <p>2.3 Written and Oral English Language conventions—9-10</p> <p>2.4 Listening and Speaking (2.3) Apply appropriate interviewing techniques</p> <p>3.0 Career Planning and Management (3.6) important strategies for self-promotion</p> <p>4.0 Technology (4.2) Use of technological resources</p> <p>5.0 Problem Solving and Critical Thinking</p> <p>7.0 Responsibility and Flexibility</p> <p>9.0 Leadership and Teamwork</p> <p>11.0 Demonstration and Application</p> <p>Finance and Business Industry Sector:</p> <p>FS 10. Technical Knowledge and Skills (10.1) Cash management techniques</p> <p>Information Technology Industry Sector:</p> <p>FS 10. Technical Knowledge and Skills (10.5) Use technology to manage work flow</p>	<p>Finance and Business Industry Sector:</p> <p>C. Business Financial Management Pathway</p> <p>C1.0 Create and use budgets to guide financial decision making</p> <p>Marketing, Sales, and Service Industry Sector:</p> <p>D. Professional Sales and Marketing Pathway</p> <p>D1.6 Understand buying motives and customer’s decision-making process.</p>

E. Program of Work

A Program of Work, also known as a plan of action, is absolutely essential to the successful operation of a chapter. It captures the goals, dreams, assignments, accountabilities, and resources to be called up in meeting the needs and wants of an organization’s membership. A Program of Work is designed for a specific period of time and includes not only goals, but the ways and means of reaching them, and the provisions for tracking their progress, completion, and results.

The recommended process for the development of a chapter’s Program of Work begins with a review of the organization’s mission and values as well as the chapter’s recent track record in meeting the needs and wants of its members and other stakeholders. Because no local chapter exists independent of the national and state levels of the association, it is critical that chapter leaders become familiar with the programs, initiatives, and events that make up the Programs of Work for these levels as well.

The next step is for chapter leaders to determine the major goals they wish to accomplish during the year. The goals are then divided into objectives to ensure that planned activities will help the chapter and its members to “survive and thrive.” The objectives are further delineated into specific events, activities, projects, and tasks that must be accomplished to achieve the overall objective. Finally, chapter leaders assign timelines, designate accountabilities and reporting requirements, and identify resources that are needed to accomplish each task.

California FBLA offers a Chapter Recognition program designed to assist chapters by providing the exact activities required to meet one of three levels of recognition—Chapter Achievement, Chapter Excellence, and Outstanding Chapter Awards. Chapters will find it helpful to consult the California Web site for the Program of Work Progress Worksheet which provides specific information to assist in planning for the year. As items are completed each month, chapters need to check them off on the worksheet and submit the completed form via e-mail to the appropriate Section Director.

An additional tool that chapters can use to help track the implementation of its Program of Work is an Accountability Chart. This document captures specific assignments and responsibilities in a simple format that facilitates members taking responsibility and managing their time and resources. It also ensures that results are tracked and recorded. A sample Accountability Chart format might look like the following form:

WHO	WILL DO	BY	REPORT TO	BUDDY	STATUS

Adviser Activities:

1. Discuss the importance of developing a Program of Work.
2. Identify the criteria for establishing a Program of Work.

3. Ensure that national and state priorities and programs are supported and incorporated into the chapter's Program of Work.
4. Guide students in their efforts to develop a Program of Work.
5. Assist students in ensuring that their goals, objectives, and actions are achievable and appropriate.
6. Assist students in identifying and securing the resources needed to implement the Program of Work.
7. Facilitate the review and approval of the Program of Work by the school administration and other appropriate stakeholders.

Student Activities:

1. Review the Program of Work from the preceding year. Identify those goals and objectives that were completed, those that were started and need to be completed this year, and those that can be discarded.
2. Review the state and national programs and priorities to identify those that the chapter can incorporate into its Program of Work.
3. Discuss the activities in which the present chapter might participate.
4. Decide on the key goals of the chapter for the year.
5. Determine the objectives that will have to be accomplished to achieve the goals of the chapter.
6. Determine the actions that will be necessary to complete each objective.
7. Assign responsibility for each action to one or more members.
8. Develop a timeline for completion of each action.
9. Identify the resources necessary to complete each action and ensure their availability.
10. Establish a process to regularly review the chapter's progress on the Program of Work and make adjustments as necessary.
11. Present the tentative Program of Work to the school administration and other relevant stakeholders.
12. Present the tentative Program of Work to the chapter members for their approval.

Best Time to Use This Activity:

The chapter Program of Work should be developed early in the year following the election of the chapter management team.

Resources:

- The national Web site at www.fbla.org for information about national programs and priorities.
- The annual back-to-school mailer including the updates to the *Chapter Management Handbook* sent to chapters in August.
- State Web site at www.cafbla.org for information about state programs and priorities.
- *Chapter Management Handbook* published and distributed by FBLA-PBL, Inc. for ideas about chapter activities
- Section Director, Program Coordinator, and state/section officers for ideas about potential chapter activities.

FBLA CURRICULUM INTEGRATION

E. Program of Work (POW)

<p>Summary of FBLA Activities</p>	<p>Suggested Business Education Foundation Standards (FS) and Subcomponents (abbreviated) Subcomponent numbers are in parentheses.</p>	<p>Suggested Business Education Pathway Standards and Subcomponents (abbreviated) Subcomponent numbers are in parentheses.</p>
<p>Review POW from previous year to determine which goals should be carried forward and which discarded.</p> <p>Decide which state and national programs and priorities to incorporate in the chapter's POW.</p> <p>Determine goals, objectives, and action plans for the current year.</p> <p>Develop a timeline, assign responsibilities, and identify resources needed for completing action plans.</p> <p>Establish a process for the regular review and adjustment of the POW.</p> <p>Present the tentative POW to school administrators, stakeholders, and chapter members for their approval.</p>	<p>1.0 Academics (academic core) 1.1 Mathematics—grade 7 2.0 Communications: effective oral, written, and multimedia communication in a variety of formats and contexts (academic core) 2.1 Reading—grades 9-10 2.2 Writing—grades 9-10 (2.6) Deliver multi-media presentations 2.3 Written and Oral English Language conventions—grades 9-10 4.0 Technology (4.2) Use of technological resources 5.0 Problem Solving and Critical Thinking 7.0 Responsibility and Flexibility 8.0 Ethics and Legal Responsibility 9.0 Leadership and Teamwork 11.0 Demonstration and Application</p> <p>Information Technology Industry Sector: FS 10. Technical Knowledge and Skills (10.5) Use technology to manage the work flow and provide feedback.</p>	<p>Finance and Business Industry Sector: C. Business Financial Management Pathway C1.0 Create and use budgets to guide financial decision making (C1.2) Analyze past and current budgets to determine financial business needs.</p>

F. Local Chapter Annual Business Report

Annual business reports are used by companies to inform management, stockholders, regulators, and the public about the strengths, challenges, outcomes, and future plans of the organization. Similarly, it is essential that each FBLA chapter prepare a formal annual report that reviews the activities they conducted, including the results, strengths, and weaknesses of those activities. Based on the assessment of the year's activities, recommendations can be made for future plans.

Both State and National FBLA sponsor a competitive event entitled Local Chapter Annual Business Report (LCABR). Chapter leaders may choose to submit their chapters' reports for consideration for this award. However, leaders are reminded that, in any case, reports are to be prepared for the purpose of evaluating and informing chapter progress rather than simply qualifying for an award. Evaluation and accountability are key principles of effective leadership for organizations and individuals alike. Regardless of the chapter's intent to submit its report for competition, chapter leaders are encouraged to review and follow the content and format guidelines outlined for this competition.

The key resource for organizing the LCABR is the Program of Work Progress Worksheet that is further discussed in the Program of Work section of this document. This monthly worksheet is formatted to articulate with the guidelines of the competitive event and facilitates the compilation of information for submission.

Adviser Activities:

1. Share the guidelines for the Local Chapter Annual Business Report with chapter officers at the beginning of the year.
2. Review the contents, structure, and purpose of a typical business report with chapter officers and members. Share examples of corporate annual reports.
3. Secure copies of other chapters' reports and share them with the chapter officers as further examples. Award winning reports are available from the national office.
4. Guide students in their efforts to plan and execute the annual report.
5. Review drafts of the annual report and assist students in ensuring that the report is accurate, complete, concise, and interesting to the typical reader.

Student Activities:

1. Review the guidelines and structure for a Local Chapter Annual Business Report during the Program of Work development process.
2. Determine the format and major elements to be used in creating the chapter's annual report using the Program of Work Progress Worksheet. Submit worksheets monthly.
3. Determine if the report will be submitted for competition or published for local use only.
4. Make assignments for such tasks as drafting sections of the report and developing the "look and format" of the report.
5. Establish a system for gathering information and materials which will need to be included in the reports throughout the year.
6. Review the progress of the report periodically and ensure that it is updated regularly as elements of the chapter's Program of Work are completed.
7. Prepare a draft of the entire report and submit it to the chapter adviser and others, as desired, for review and feedback.
8. Prepare and distribute the final report. Submit copies per the event guidelines if the report is to be entered into competition.

Best Time to Use This Activity

Development and preparation of the chapter report should begin early in the year and proceed simultaneously with the execution of the chapter's Program of Work. Chapter reports that will be submitted for competition need to be completed in late March or early April, depending on the timing of the State Leadership Conference. Reports that are not being entered into competition should be completed and distributed prior to the end of the school year.

Resources:

- Local Chapter Annual Business Report guidelines at www.cafbla.org
- *FBLA Chapter Management Handbook*.
- Copies of the top two entries in this event each year are available for purchase from State and National Offices as examples for chapters to follow.
- Annual reports of publicly traded corporations may be found on their Web sites; some have mechanisms online for requesting copies by mail.
- Section Director, Program Coordinator, and state/section officers for ideas about effective chapter reports.

FBLA CURRICULUM INTEGRATION

F. Local Chapter Annual Business Report (LCABR)

Summary of FBLA Activities	<u>Suggested Business Education Foundation Standards (FS) and Subcomponents (abbreviated)</u> Subcomponent numbers are in parentheses.	<u>Suggested Business Education Pathway Standards and Subcomponents (abbreviated)</u> Subcomponent numbers are in parentheses.
<p>Review guidelines for and determine major elements of the chapter's annual report; submit worksheets monthly.</p> <p>Determine if report will be submitted for competition or published for local use only.</p> <p>Assign responsibilities for completion of the LCABR.</p> <p>Establish a system for gathering information and materials relative to the report.</p> <p>Review and update the report regularly.</p> <p>Prepare and submit a draft of the final report to the chapter adviser and other stakeholders for review and feedback.</p> <p>Prepare and distribute the report as appropriate for competition or local use.</p>	<p>1.0 Academics (academic core)</p> <p>1.1 Mathematics—grade 7</p> <p>2.0 Communications: effective oral, written, and multimedia communication in a variety of formats and contexts (academic core)</p> <p>2.1 Reading—grades 9-10</p> <p>2.2 Writing—grades 9-10</p> <p>(2.6) Write technical documents</p> <p>a. Report information and convey ideas logically and correctly</p> <p>Specific applications of Writing—grades 11-12</p> <p>(1.8) Integrate databases, graphics, and spreadsheets into word-processed documents.</p> <p>2.3 Written and Oral English Language conventions—grades 9-10</p> <p>2.5 Written business communication modes</p> <p>4.0 Technology</p> <p>(4.2) Use of technological resources</p> <p>5.0 Problem Solving and Critical Thinking</p> <p>7.0 Responsibility and</p>	<p>Finance and Business Industry Sector:</p> <p>C. Business Financial Management Pathway</p> <p>C1.0 Create and use budgets to guide financial decision making</p> <p>(C1.2) Analyze past and current budgets to determine financial business needs.</p> <p>Information Technology Industry Sector:</p> <p>B. Media Support and Services Pathway</p> <p>B1.0 Effective use of tools for media production, development, and project management.</p> <p>(B1.7) Use technical skills to produce publishable materials.</p>

<p align="center">Summary of FBLA Activities</p>	<p align="center"><u>Suggested Business Education Foundation Standards (FS) and Subcomponents (abbreviated)</u> Subcomponent numbers are in parentheses.</p>	<p align="center"><u>Suggested Business Education Pathway Standards and Subcomponents (abbreviated)</u> Subcomponent numbers are in parentheses.</p>
	<p><i>Flexibility</i></p> <p>8.0 Ethics and Legal Responsibilities. (8.3) role of personal integrity and ethical behavior in the workplace.</p> <p>9.0 Leadership and Teamwork</p> <p>11. 0 Demonstration and Application</p> <p>Finance and Business Industry Sector:</p> <p>FS 10. Technical Knowledge and Skills (10.1) Cash management techniques</p> <p>Marketing, Sales, and Service Industry Sector:</p> <p>FS 10. Technical Knowledge and Skills (10.4) Promotion concepts and strategies</p> <p>Information Technology Industry Sector:</p> <p>FS 10. Technical Knowledge and Skills (10.5) Use technology to manage the work flow and gain feedback</p>	

G. Chapter Meetings Management

Chapter meetings may be held at regularly scheduled times and/or as needed and in locations which set the tone for professional conduct. It is important that all meetings are conducted by the Chapter Management Team in an orderly fashion and according to parliamentary procedure. The meeting agenda is prepared by the officer team and all officers and committee chairpersons are instructed to be prepared with pertinent reports and information. A pre-planned and well constructed agenda helps to ensure that the meeting is carried out efficiently, that important matters are not overlooked, and that minutes are prepared accurately.

A recommended “model” meeting plan to be followed by all members includes the following agenda items:

- Call to Order
- FBLA Creed/Pledge of Allegiance
- Roll Call of Members
- Approval of Previous Meeting Minutes
- Financial Report
- Officers’ Reports
- Committee Reports
- Unfinished Business
- New Business
- Announcement
- Adjournment

Adviser Activities:

1. Discuss the importance of conducting orderly and efficient meetings.
2. Explain the purpose and parts of a meeting agenda.
3. Outline the procedures for using parliamentary procedures.
4. Guide students in developing an agenda for the first chapter meeting.

Student Activities:

1. Submit recommendations for agenda items well in advance of each meeting.
2. Prepare and submit to the general membership an agenda for each meeting.
3. Use the computer to prepare and present reports such as committee reports, treasurer reports, and minutes.
4. Participate in the discussion of old and new business relevant to the chapter.
5. Use correct parliamentary procedure.
6. Volunteer for or appoint committees as needed to accomplish the activities of the organization.

Best Time to Use This Activity

It is highly recommended that a regularly scheduled meeting of the FBLA Chapter be conducted at least once each month. Other meetings may be held as needed.

Resources:

- *Robert’s Rules of Order, Newly Revised*
- *FBLA Chapter Management Handbook*
- FBLA Section Director or Program Coordinator

FBLA CURRICULUM INTEGRATION

G. Chapter Meetings Management

<p>Summary of FBLA Activities</p>	<p>Suggested Business Education Foundation Standards (FS) and Subcomponents (abbreviated) Subcomponent numbers are in parentheses.</p>	<p>Suggested Business Education Pathway Standards and Subcomponents (abbreviated) Subcomponent numbers are in parentheses.</p>
<p>Prepare meetings agendas using recommended items.</p> <p>Prepare and present officer and committee reports using the computer.</p> <p>Participate in meeting discussions and volunteer to serve on committees.</p> <p>Implement correct parliamentary procedure.</p>	<p>2.0 Communications: effective oral, written, and multimedia communication in a variety of formats and contexts (academic core)</p> <p>2.1 Reading—grades 9-10</p> <p>2.2 Writing—grades 9-10 (2.6) Write technical documents a. Report information and convey ideas logically and correctly</p> <p>Specific applications of Writing--grades 11-12 (1.8) Integrate databases, graphics, and spreadsheets into word-processed documents</p> <p>2.3 Written and Oral English Language conventions—grades 9-10</p> <p>2.5 Written business communication modes</p> <p>4.0 Technology (4.2) Use of technological resources</p> <p>5.0 Problem Solving and Critical Thinking</p> <p>7.0 Responsibility and Flexibility</p> <p>8.0 Ethics and Legal Responsibilities.</p> <p>9.0 Leadership and Teamwork</p> <p>11. 0 Demonstration and Application</p> <p>Information Technology Industry Sector:</p> <p>FS 10. Technical Knowledge and Skills (10.5) Use technology to manage work flow</p> <p>Marketing, Sales, and Service Industry Sector:</p> <p>FS 10. Technical Knowledge and Skills (10.4) Promotion concepts and strategies</p>	<p>Information Technology Industry Sector:</p> <p>B. Media Support and Services Pathway</p> <p>B1.0 Effective use of tools for media production, development, and project management. (B1.7) Use technical skills to produce publishable materials.</p>

H. Chapter Web Sites

FBLA Chapter Web sites provide the most effective way to promote the chapter and to communicate with chapter members. The Web sites are designed to:

1. Promote the local chapter and encourage membership
2. Provide community access to FBLA activities
3. Provide a remote information resource for chapter members
4. Promote the organization locally, nationally and internationally
5. Provide a medium for authentic assessment of student technology skills

Students who create and maintain a chapter Web site utilize state-of-the-art technology to produce powerful Web sites using the most current Web communication and scripting languages. Students employ technical, social, and communication skills as well as a variety of marketing techniques designed to highlight the FBLA's function in education and the community. Students promote their program of work through a variety of means, including:

- Community service projects
- Chapter meetings
- Fundraising activities
- Social events
- Competitions
- Links to community business partners and parent organizations
- Calendar of chapter activities

Web sites generally employ the use of sophisticated graphics applications including the latest online video and animation techniques in a hyper-linked format. Great care is taken to ensure technical compatibility with the widest audience possible taking into consideration bandwidth limitations, processing speeds, hardware/software, and browser compatibilities.

Chapter Web sites work well in a variety of academic settings, and can form the basis for many cross-curricular activities. Students with an interest in Web site design should consult the California Awards Program to learn about the competitive event in which a specific topic is provided and a Web site is designed for that topic.

FBLA CURRICULUM INTEGRATION

H. Chapter Web sites

<p align="center">Summary of FBLA Activities</p>	<p align="center"><u>Suggested Business Education Foundation Standards (FS) and Subcomponents (abbreviated)</u> Subcomponent numbers are in parentheses.</p>	<p align="center"><u>Suggested Business Education Pathway Standards and Subcomponents (abbreviated)</u> Subcomponent numbers are in parentheses.</p>
<p>Design a Web site to:</p> <p>Promote the local chapter and encourage membership</p> <p>Provide community access to FBLA activities</p> <p>Provide a remote information resource for chapter members</p> <p>Promote the organization locally, nationally, and internationally</p> <p>Provide a medium for authentic assessment of student technology skills</p>	<p>1.0 Academics (academic core) 1.1 Mathematics—grade 7 2.0 Communications: effective oral, written, and multimedia communication in a variety of formats and contexts (academic core) 2.1 Reading—grades 9-10 2.2 Writing—grades 9-10 (2.6) Deliver multi-media presentations 2.3 Written and Oral English Language conventions—grades 9-10 2.5 Written business communication modes</p> <p>4.0 Technology 5.0 Problem Solving and Critical Thinking 7.0 Responsibility and Flexibility 8.0 Ethics and Legal Responsibilities. 9.0 Leadership and Teamwork 11.0 Demonstration and Application</p> <p>Information Technology Industry Sector: FS 10. Technical Knowledge and Skills (10.5) Use technology to manage work flow and provide feedback. (10.8) Use appropriate help resources</p> <p>Marketing, Sales, and Service Industry Sector: FS 10. Technical Knowledge and Skills (10.4) Promotion concepts and strategies</p>	<p>Information Technology Industry Sector: B. Media Support and Services Pathway B.5 Knowledge of effective Web page design and management.</p>

I. Community Service

Community service activities are conducted by FBLA chapters to benefit the school and community. These projects can take many forms and are frequently conducted in cooperation with local businesses, school organizations, volunteer agencies, and/or civic groups. Participating in these projects provides students with an opportunity to learn how community service efforts incorporate basic principles of business. In addition, participants develop leadership characteristics, self-confidence, high ethical standards in personal and business relationships, effective interpersonal skills, and greater proficiency in communications and social and business etiquette. Students also learn to recognize their responsibilities as citizens for contributing to the betterment of the community.

Adviser Activities:

1. Explain to students the value of being involved with one's community.
2. Review the guidelines for the Community Service Project that is a part of the FBLA Awards Program.
3. Discuss the projects and the possibility of completing this activity as a chapter.
4. Brainstorm ways in which the chapter can become involved in community service efforts.
5. Assist students in developing and conducting a survey of the community to determine what projects are needed.
6. Assist students in contacting appropriate agencies to obtain permission and/or resources to conduct the service project.
7. Guide students in their efforts to complete community service efforts.
8. If the chapter wishes to enter the Community Service Project as a part of the FBLA Awards Program, ensure that students adhere to all guidelines and deadlines in preparing the project report.

Student Activities:

1. Investigate community needs by contacting members of community groups, such as government agencies, city hall, and volunteer organizations.
2. Invite representatives from various community agencies to speak at a chapter meeting.
3. Communicate with local civic organizations to determine what projects are in progress and how the FBLA chapter might be involved.
4. Discuss projects in which the FBLA chapter could become involved and examine the financial aspects of each project.
5. Select one of more projects to conduct which will benefit the community.
6. Prepare an action plan that identifies each task to be completed, the person/s responsible for completing the task, and the deadline for the completion.
7. Make the planned activities part of the Chapter's Program of Work.
8. Implement the projects(s) as planned.
9. If the report is being entered in the Community Service Project event, write the report according to the guidelines in the California Awards Program and submit it by the specified deadline.
10. Conduct follow-up activities to evaluate the project's success.
11. Recognize the efforts of participating students.

Best Time to Use This Activity

Students should be introduced to the importance of community service during the orientation session of FBLA. This concept should be further reinforced as the Chapter's Program of Work is developed. The project(s) may be conducted at any point throughout the school year. However, if the chapter wishes to enter the project in the Community Service Project event, it must be written and submitted by the specified deadline.

Resources:

- Community Service Project guidelines can be found at www.cafbla.org
- FBLA *Chapter Management Handbook*
- Local volunteer and/or civic organizations
- Government and social service agencies

FBLA CURRICULUM INTEGRATION

I. Community Service

<p align="center">Summary of FBLA Activities</p>	<p align="center"><u>Suggested Business Education Foundation Standards (FS) and Subcomponents (abbreviated)</u> Subcomponent numbers are in parentheses.</p>	<p align="center"><u>Suggested Business Education Pathway Standards and Subcomponents (abbreviated)</u> Subcomponent numbers are in parentheses.</p>
<p>Investigate the needs of community agencies and organizations.</p> <p>Develop projects that will help to meet community needs.</p> <p>Prepare action plans and implement the projects as planned.</p> <p>Determine whether project will be entered into the Community Service Project competitive event and develop a report according to California Awards Program guidelines.</p> <p>Evaluate the project's success and recognize participating students.</p>	<p>1.0 Academics (academic core) 1.1 Mathematics—grade 7 2.0 Communications: effective oral, written, and multimedia communication in a variety of formats and contexts (academic core) 2.1 Reading—grades 9-10 2.2 Writing—grades 9-10 (2.6) Deliver multi-media presentations 2.3 Written and Oral English Language conventions—9-10 2.5 Written business communication modes 4.0 Technology 5.0 Problem Solving and Critical Thinking 7.0 Responsibility and Flexibility 8.0 Ethics and Legal Responsibilities. 9.0 Leadership and Teamwork 11.0 Demonstration and Application</p> <p>Information Technology Industry Sector: FS 10. Technical Knowledge and Skills (10.5) Use technology to manage work flow and provide feedback. (10.8) Use appropriate help resources</p>	<p>Finance and Business Industry Sector: C. Business Financial Management Pathway C1.0 Create and use budgets to guide financial decision making</p> <p>Information Technology Industry Sector: B. Media Support and Services Pathway B1.0 Effective use of tools for media production, development, and project management. (B1.7) Use technical skills to produce publishable materials.</p>

<p align="center">Summary of FBLA Activities</p>	<p align="center"><u>Suggested Business Education Foundation Standards (FS) and Subcomponents (abbreviated)</u> Subcomponent numbers are in parentheses.</p>	<p align="center"><u>Suggested Business Education Pathway Standards and Subcomponents (abbreviated)</u> Subcomponent numbers are in parentheses.</p>
	<p><i>Marketing, Sales, and Service Industry Sector: FS 10. Technical Knowledge and Skills (10.4) Promotion concepts and strategies</i></p>	

J. Oral Presentation Skills

Oral communication plays a critical role in the business world. The wide array of management structures in business today highlights the need for leaders who can communicate effectively with other people to sell ideas, products, and services. Local chapters, section, state, and national levels of the FBLA organization provide members the opportunity to develop and use oral communication skills that will build their confidence and enhance their presentations.

Within FBLA, opportunities for developing and refining oral presentation skills are listed below:

Individual Competition: Creed Contest, Future Business Leader, Impromptu Speaking, Job Interview, and Public Speaking I and II.

Team Competitions: Business Ethics, Business Financial Plan, Emerging Business Issues, Entrepreneurship, Global Business, Management Decision Making, Network Design, and Parliamentary Procedure.

Individual/Team Competitions: Banking & Financial Systems, Business Plan, Business Presentation, Digital Video Production, E-Business, and Web site Development.

Chapter Competitions: American Enterprise Project, Community Service Project, and Partnership with Business Project.

Leadership: Participation in meetings; presentations at conferences; and communication with potential FBLA members, and staff and students at the local school and other high schools.

Service: Communication within the local school system and with organizations within the surrounding community.

Fundraising: Communication throughout the fundraising process with school administration and local FBLA membership.

Adviser Activities:

1. Be aware of and take advantage of opportunities in which students may develop oral communication skills.
2. Guide members through all activities with an awareness of developing oral communication skills.
3. Teach oral communication skills as deemed necessary.
4. Provide members opportunities to practice before presentations.
5. Help students establish a process for developing successful presentations.
6. Evaluate member progress and provide feedback.

Student Activities:

1. Be aware of guidelines for competitive events and other presentation activities.
2. Establish a timeline that will allow for the successful completion of a presentation activity.
3. Consult with the adviser on a regular basis.
4. Be open and willing to assume the risks associated with developing and providing oral presentations.
5. Be willing to accept constructive feedback on the presentation.
6. Practice, Practice, Practice.
7. Remember that an oral presentation should be a positive representation of oneself, one's school, and FBLA.

Resources:

- Competitive event guidelines at www.cafbla.org
- FBLA *Chapter Management Handbook*
- Local chapter of Toastmasters Association
- Local speech instructors
- FBLA Section Director or Program Coordinator

FBLA CURRICULUM INTEGRATION

J. Oral Presentation Skills

<p>Summary of FBLA Activities</p>	<p>Suggested Business Education Foundation Standards (FS) and Subcomponents (abbreviated) Subcomponent numbers are in parentheses.</p>	<p>Suggested Business Education Pathway Standards and Subcomponents (abbreviated) Subcomponent numbers are in parentheses.</p>
<p>Developing and refining oral presentation skills.</p>	<p>2.0 Communications: effective oral, written, and multimedia communication in a variety of formats and contexts (academic core)</p> <p>2.1 Reading—grades 9-10</p> <p>2.2 Writing—grades 9-10 (2.6) Deliver multi-media presentations</p> <p>2.3 Written and Oral English Language conventions—grades 9-10</p> <p>2.4 Listening and Speaking--grades 9-10 (1.7) Use props, visual aids, graphs, and electronic media (2.5) Deliver persuasive arguments (2.6) Deliver descriptive presentations Specific applications—grades . 11-12 (2.4) Deliver multi-media presentations</p> <p>4.0 Technology</p> <p>5.0 Problem Solving and Critical Thinking</p> <p>7.0 Responsibility and Flexibility.</p> <p>9.0 Leadership and Teamwork</p> <p>Marketing, Sales, and Service Industry Sector: FS 10. Technical Knowledge and Skills (10.4) Promotion concepts and strategies</p>	<p>Information Technology Industry Sector:</p> <p>B. Media Support and Services Pathway B1.0 Effective use of tools for media production, development, and project management.</p>

K. Partnering With Business

Partnerships between business and educational institutions are increasingly important to the preparation of students for their roles in the global economy. The necessary skills outlined in the SCANs report and in the Foundation Standards of the *California Career Technical Education Model Curriculum Standards*, the ongoing emphasis on career pathways underscores the benefits of partnerships that provide practical application of academic and business knowledge and skills. Because its members have a demonstrated interest in business enterprise, FBLA is a natural conduit for such partnerships.

The FBLA Professional Member program encourages local businesses, business people, and parents, to join local chapters as paid members. The professional members receive the FBLA publications *Tomorrow's Business Leader* and *the Professional Edge*. More importantly, a connection is made which can prove beneficial to the businesses and students alike. Whether they are professional members or not, businesses are often willing to provide assistance to FBLA chapters in a variety of ways, such as serving in advisory capacities, providing guest speakers, and hosting field trips. Some may even offer internships or on-the-job training with possible employment opportunities. The businesses benefit by gaining access to possible entry-level employees who have a knowledge of their company and who have had acquired academic, business, and leadership skills through academic core courses, business education courses, and FBLA activities.

FBLA CURRICULUM INTEGRATION

K. Partnering with Business

Summary of FBLA Activities	<u>Suggested Business Education Foundation Standards (FS) and Subcomponents (abbreviated)</u> Subcomponent numbers are in parentheses.	<u>Suggested Business Education Pathway Standards and Subcomponents (abbreviated)</u> Subcomponent numbers are in parentheses.
<p>Establishing partnerships between and among FBLA and community agencies and organizations.</p>	<p>2.0 Communications: effective oral, written, and multimedia communication in a variety of formats and contexts (academic core)</p> <p>2.1 Reading—grades 9-10</p> <p>2.2 Writing—grades 9-10</p> <p>2.3 Written and Oral English Language conventions—grades 9-10</p> <p>2.4 Listening and Speaking--grades 9-10 (1.7) Use props, visual aids, graphs, and electronic media (2.5) Deliver persuasive arguments (2.6) Deliver descriptive presentations Specific applications—grades . 11-12 (2.4) Deliver multi-media presentations</p> <p>2.5 Written business communications modes</p> <p>3.0 Career Planning and</p>	<p>Finance and Business Industry Sector:</p> <p>C. Business Financial Management Pathway</p> <p>C1.0 Create and use budgets to guide financial decision making</p> <p>Information Technology Industry Sector:</p> <p>B. Media Support and Services Pathway</p> <p>B1.0 Effective use of tools for media production, development, and project management.</p>

	<p>Management (3.6) strategies for self-promotion in the hiring process</p> <p>4.0 Technology</p> <p>5.0 Problem Solving and Critical Thinking</p> <p>6.0 Health and Safety (6.1) Know policies, procedures, and regulations regarding health and safety in the workplace</p> <p>7.0 Responsibility and Flexibility</p> <p>8.0 Ethics and Legal Responsibilities</p> <p>9.0 Leadership and Teamwork</p> <p>11.0 Demonstration and Application</p> <p>Marketing, Sales, and Service Industry Sector: FS 10. Technical Knowledge and Skills (10.4) Promotion concepts and strategies</p>	
--	--	--

L. Planning for Career and Leadership Activities

Leadership conferences are an essential part of the FBLA experience. Students have the opportunity to attend conferences at the section, state, and national levels. These conferences feature workshops, competitive events, and other activities designed to enhance career and leadership development. Each conference offers opportunities for students to grow in the areas of leadership development, career understanding, and civic consciousness.

Before attending an FBLA conference, students need to understand what is expected concerning their behavior, dress, attendance, and participation. It is imperative that parents of the students attending conferences be aware of these expectations. The Code of Conduct and Medical Release Form must be read, discussed, and signed by the student and parents, school administrator, and chapter adviser. In addition, chapter advisers must review all relevant school and district policies with the students and their parents. Procedures for handling problems must be reviewed. The California FBLA Dress Code should also be distributed and discussed.

Chapters need to be aware of the dates, deadlines, locations, and purposes of each conference. Since participation in conferences requires expenses, it is recommended that chapters begin early arranging for funding to cover these expenses.

Adviser Activities:

1. Prepare and submit to the school administration a proposed calendar of FBLA conferences for the school year.
2. Identify the scope and nature of the activity, location, dates, means of transportation, approximate number of students involved, and expenses.
3. Submit field trip and/or required travel authorization paperwork for the students, adviser, and any additional chaperones as required by your school and district policies.

4. Prepare an itinerary for each activity and distribute it to parents/guardians, students, and school administration in a timely manner.
5. Develop a budget for the conference and determine how expenses will be covered.
6. Set and enforce deadlines for submitting consent forms, money, etc.
7. Prepare a system for holding students accountable for attending conference activities.
8. Arrange for an adequate number of adult chaperones to accompany the chapter.
9. Provide students with information relevant to traveling (travel checklist, tips on packing, tipping, public area courtesy, etc.).
10. Host a meeting for students and parents/guardians to review the conference itinerary, travel arrangements, Code of Conduct, Dress Code, and other related information.
11. Ensure that students and parents understand, complete, and submit the Code of Conduct, Medical Release, and all other required forms.
12. Be sure students understand the penalty for violating the Code of Conduct.
13. Submit a conference report to the school and district administration and, where appropriate, the local media, highlighting the chapter's activities and successes upon return from conference.

Student Activities:

1. Review and discuss conference activities as a chapter.
2. Incorporate attendance at the conferences into the Program of Work.
3. Budget money for conference activities.
4. Complete and submit the Code of Conduct, Medical Release, and any other required forms.
5. Understand and make arrangements to conform to the conference dress code.
6. Discuss conference participation with parents/guardians.
7. Create a personal plan and prepare to successfully participate in the conference activities.
8. Submit a follow-up report about your conference activities.

Resources:

- Conference related forms at www.cafbla.org
- School administration for school and district travel policies and forms
- Conference registration packet for specific directions and deadlines
- The Internet for travel options
- FBLA Section Director, Program Coordinator, or conference chair for specific event information

FBLA CURRICULUM INTEGRATION

L. Planning for Career and Leadership Activities

<p>Summary of FBLA Activities</p>	<p><u>Suggested Business Education Foundation Standards (FS) and Subcomponents (abbreviated)</u> Subcomponent numbers are in parentheses.</p>	<p><u>Suggested Business Education Pathway Standards and Subcomponents (abbreviated)</u> Subcomponent numbers are in parentheses.</p>
<p>Chapter members prepare for conference participation by planning to adhere to the dress code, budgeting money for activities, and creating personal conference participation plans.</p> <p>Members will attend the conference and submit follow-up reports of conference activities.</p>	<p>1.0 Academics (academic core) 1.1 Mathematics—grade 7 2.0 Communications: effective oral, written, and multimedia communication in a variety of formats and contexts (academic core) 2.1 Reading—grades 9-10 2.2 Writing—grades 9-10 (2.6) Deliver multi-media presentations 2.3 Written and Oral English Language conventions—grades 9-10 2.4 Listening and Speaking--grades 9-10 (1.7) Use props, visual aids, graphs, and electronic media (2.5) Deliver persuasive arguments (2.6) Deliver descriptive presentations Specific applications—grades 11-12 (2.4) Deliver multi-media presentations 2.5 Written business communications modes 3.0 Career Planning and Management (3.6) strategies for self-promotion in the hiring process 4.0 Technology 5.0 Problem Solving and Critical Thinking 7.0 Responsibility and Flexibility 9.0 Leadership and Teamwork 11.0 Demonstration and Application</p> <p>Marketing, Sales, and Service Industry Sector: FS 10. Technical Knowledge and Skills (10.4) Promotion concepts and strategies</p>	<p>Finance and Business Industry Sector: C. Business Financial Management Pathway C1.0 Create and use budgets to guide financial decision making</p> <p>Information Technology Industry Sector: B. Media Support and Services Pathway B1.0 Effective use of tools for media production, development, and project management.</p> <p>Marketing, Sales, and Service Industry Sector: D. Professional Sales and Marketing Pathway D1.4 techniques used by salespeople to enhance selling potential D1.6 understand buying motives and customer’s decision-making process</p>

M. Promoting FBLA-PBL Week and American Free Enterprise Day

Future Business Leaders of America-Phi Beta Lambda Week, known as FBLA-PBL Week, and the American Free Enterprise Day both provide excellent opportunities for the promotion of FBLA and Business Education. The activities associated with these events offer students valuable learning experiences and serve to create an understanding of the mission and benefits of FBLA.

American Free Enterprise Day is recognized by FBLA Chapters each year on November 15. This date is set aside to salute and publicize the American free enterprise system and to teach others about it. Chapters celebrate American Enterprise Day through a wide range of activities, projects, and festivities.

The second week of February is designated FBLA-PBL Week. Chapters are encouraged to use this time to publicize their activities and successes, boost their membership, and gear up for spring activities. In addition, FBLA-PBL recognizes the Wednesday of this week as Adviser Appreciation Day. Members are encouraged to use this day to pay tribute to the dedicated individuals who make FBLA possible on the local level.

Adviser Activities:

1. Inform students of the dates for FBLA-PBL Week and American Free Enterprise Day at the beginning of the year.
2. Explain the importance of starting early to plan for these events.
3. Guide students in their efforts to plan and execute promotional activities.

Student Activities:

1. Conduct an organizational meeting for planning FBLA-PBL Week and American Free Enterprise Day activities.
2. Review and discuss activities which were conducted during the previous year.
3. Brainstorm various ways in which FBLA and Business Education can be promoted.
4. Identify the activities which the chapter wishes to promote.
5. Prepare a list of materials and resources that will be needed for each activity.
6. Volunteer for and/or delegate responsibility for planning and organizing each activity to various individuals.
7. Secure the materials and resources needed.
8. Prepare a budget for each activity and the overall promotional campaign.
9. Conduct all activities as planned.
10. Use various forms of media to promote FBLA-PBL Week and American Free Enterprise Day
11. Document all activities in the chapter's monthly POW Progress Worksheet to include in the Local Chapter Annual Business Report.
12. Evaluate the success of each activity at the conclusion of the promotional campaign.

Best Time to Use This Activity:

The observance of FBLA-PBL Week is generally scheduled for the second full week of February. American Free Enterprise Day is celebrated each year on November 15. Planning for these activities should begin as early in the year as possible.

Resources:

- www.fbla.org
- *FBLA Chapter Management Handbook*
- Section Director, Program Coordinator, and state/section officers for ideas about potential chapter activities.

FBLA CURRICULUM INTEGRATION

M. Promoting FBLA-PBL Week and American Free Enterprise Day

<p>Summary of FBLA Activities</p>	<p>Suggested Business Education Foundation Standards (FS) and Subcomponents (abbreviated) Subcomponent numbers are in parentheses.</p>	<p>Suggested Business Education Pathway Standards and Subcomponents (abbreviated) Subcomponent numbers are in parentheses.</p>
<p>Plan FBLA-PBL and Free Enterprise Days by reviewing past events, identifying activities to conduct and needed resources, assigning responsibilities, preparing budgets, and promoting the events.</p> <p>Plan activities to promote FBLA and Business Education.</p> <p>Document all activities and evaluate the success of each.</p>	<p>1.0 Academics (academic core) 1.1 Mathematics 2.0 Communications: effective oral, written, and multimedia communication in a variety of formats and contexts (academic core) 2.1 Reading—grades 9-10 2.2 Writing—grades 9-10 2.3 Written and Oral English Language conventions—grades 9-10 2.4 Listening and Speaking--grades 9-10 (1.7) Use props, visual aids, graphs, and electronic media (2.5) Deliver persuasive arguments (2.6) Deliver descriptive presentations Specific applications—grades . 11-12 (2.4) Deliver multi-media presentations 2.5 Written business communications modes 4.0 Technology 5.0 Problem Solving and Critical Thinking 7.0 Responsibility and Flexibility 9.0 Leadership and Teamwork 11. 0 Demonstration and Application</p> <p>Marketing, Sales, and Service Industry Sector: FS 10. Technical Knowledge and Skills (10.4) Promotion concepts and strategies</p>	<p>Finance and Business Industry Sector: C. Business Financial Management Pathway C1.0 Create and use budgets to guide financial decision making C1.2 Analyze past and current budgets to determine financial business needs.</p> <p>Information Technology Industry Sector: B. Media Support and Services Pathway B1.0 Effective use of tools for media production, development, and project management.</p> <p>Marketing, Sales, and Service Industry Sector: D. Professional Sales and Marketing Pathway D1.4 techniques used by salespeople to enhance selling potential D1.6 understand buying motives and customer’s decision-making process</p>

N. Technology Presentation Skills

Students participating in FBLA have a variety of opportunities to utilize and expand upon the technology skills they have gained in their business education courses. Competitive events in multimedia presentation, Web site design, technology concepts, computer concepts, and networking concepts offer some of these opportunities. Additionally, the high level of community involvement inherent in FBLA activities necessitates the use of presentation skills to promote FBLA to such entities as the student body, parents, school boards, local business organizations, and charitable organizations. Students in FBLA often produce stunning digital presentations using state-of-the-art computer hardware, software and digital video editing equipment. FBLA members are encouraged to create and maintain chapter Web sites that frequently include interactive multimedia elements, such as animation, video, and advanced scripting language.

In addition to the high level of technical skill developed through creation of multimedia projects, FBLA students develop excellent interpersonal and communication skills through their active participation in the delivery of presentations to the entities listed above. Poise, self-confidence, and clear articulation are just a few of the skills honed through a typical FBLA Chapter Program of Work.

FBLA CURRICULUM INTEGRATION

N. Technology Presentation Skills

<p align="center">Summary of FBLA Activities</p>	<p align="center"><u>Suggested Business Education Foundation Standards (FS) and Subcomponents (abbreviated)</u> Subcomponent numbers are in parentheses.</p>	<p align="center"><u>Suggested Business Education Pathway Standards and Subcomponents (abbreviated)</u> Subcomponent numbers are in parentheses.</p>
<p>Develop and enhance technology presentation skills.</p>	<p>2.0 Communications: effective oral, written, and multimedia communication in a variety of formats and contexts (academic core)</p> <p>2.1 Reading—grades 9-10</p> <p>2.2 Writing—grades 9-10</p> <p>2.3 Written and Oral English Language conventions—grades 9-10</p> <p>2.4 Listening and Speaking--grades 9-10</p> <p>(1.7) Use props, visual aids, graphs, and electronic media</p> <p>(2.5) Deliver persuasive arguments</p> <p>(2.6) Deliver descriptive presentations</p> <p>Specific applications—grades 11-12</p> <p>(2.4) Deliver multimedia presentations</p> <p>2.5 Written business communications modes</p> <p>4.0 Technology</p> <p>5.0 Problem Solving and Critical Thinking</p> <p>7.0 Responsibility and Flexibility</p> <p>9.0 Leadership and Teamwork</p>	<p>Information Technology Industry Sector:</p> <p>B. Media Support and Services Pathway</p> <p>B1.0 Effective use of tools for media production, development, and project management</p> <p>B2.0 Effective use of communication software</p> <p>B3.0 Use of different types of peripherals and hardware appropriate to media and technology</p> <p>B.5 Knowledge of effective Web page design and management.</p> <p>Marketing, Sales, and Service Industry Sector:</p> <p>D. Professional Sales and Marketing Pathway</p> <p>D1.4 techniques used by salespeople to enhance selling potential</p> <p>D1.6 understand</p>

<p align="center">Summary of FBLA Activities</p>	<p align="center"><u>Suggested Business Education Foundation Standards (FS) and Subcomponents (abbreviated)</u> Subcomponent numbers are in parentheses.</p>	<p align="center"><u>Suggested Business Education Pathway Standards and Subcomponents (abbreviated)</u> Subcomponent numbers are in parentheses.</p>
	<p><i>11. 0 Demonstration and Application</i></p> <p><i>Marketing, Sales, and Service Industry Sector:</i> <i>FS 10. Technical Knowledge and Skills</i> (10.4) Promotion concepts and strategies</p>	<p>buying motives and customer’s decision- making process</p>

Selected Resources for FBLA and Business Education Programs

The following resources are provided for assistance in developing effective FBLA and Business Education programs and for implementing the California Career Technical Education Model Curriculum Standards and State Content Standards.

California FBLA www.cafbla.org

Board of Directors
Business Achievement Awards (BAA)—Individual and Chapter
California Awards Program (CAP)
Document Library
Dress Code
Membership Registration--link to national Web site
Program of Work (POW) Progress Worksheet
State Projects Recognition Form

National FBLA www.fbla.org

Chapter Management Handbook (CMH)
 Updated annually
 Contains the National Awards Program (NAP)
Frequently Asked Questions
Membership Registration
National Awards Program (NAP)
Purchase of Chapter Resources

California Department of Education Leadership www.cde.ca.gov

Secondary, Postsecondary and Adult Leadership
 Division www.cde.ca.gov/re/di/or/division.asp?id=spald
Carl D. Perkins Vocational and
 Technical Education www.cde.ca.gov/ci/ct/pk/

United State Department of Education www.ed.gov

Business Education Resource Consortium www.bused.org

California Business Education Association (CBEA) www.cbeaonline.org

California Career Technical Education Model Curriculum Standards www.cde.ca.gov/be/st/ss

California High School Exit Exam (CAHSEE) www.cde.ca.gov/ta/gS/hs

National Business Education Association www.nbea.org

Virtual Enterprise, California Network www.virtualenterprise.org