



# COMPETITIVE EVENTS

## INTRODUCTION TO COMPETITIVE EVENTS

Competitive events at the National Leadership Conference play an integral role in the mission of FBLA-PBL. They prepare students for successful careers in business by providing opportunities to apply classroom concepts in a workforce-simulated competitive environment. The competitive event guidelines and competencies that follow were created for competitors, advisers, and event judges.

### Guidelines

Guidelines are grouped by component (i.e., objective tests, production tests, performance) and include an event overview, eligibilities, and instructions on how to compete. Specific guidelines are identified within the table, and general guidelines are identified following the table.

### New, Modified, & Retired Events

To propose a new event, recommend an event modification, or suggest retiring an event, complete and submit the Recommendation for New/Modified Competitive Events form: [go.fbla.org/CEmodifications](http://go.fbla.org/CEmodifications)

Questions? Contact the FBLA-PBL National Center or email [education@fbla.org](mailto:education@fbla.org).

## MEMBERS COMPETE TO . . .

- Demonstrate career competencies, business knowledge, and job skills
- Expand leadership skills
- Display competitive spirit
- Receive recognition for achievements and scholarships for winners
- Travel
- Network



## CHANGES TO THIS EDITION

The following list highlights the most significant changes made for the current membership year. Check with your state to see if the new events will be offered at the state level this year.

### Modified Events

- **Accounting II**—removed production test
- **Business Ethics**—removed synopsis requirement
- **Future Business Leader**—added prejudged component (résumé and cover letter submitted electronically) and competitors bring one (1) hard copy of résumé and cover letter to each round of interviews onsite
- **Graphic Design (formerly Digital Design & Promotion)**—name change and removed prejudged component
- **Introduction to Business Presentation (formerly Business Presentation)**—name change, now 9th–10th grade only
- **Introduction to Business Procedures (formerly Business Procedures)**—name change, now 9th–10th grade only
- **Introduction to Financial Math (formerly Business Math)**—name change only
- **Job Interview**—removed application, added pre-judged component (résumé and cover letter submitted electronically), and competitors bring one (1) hard copy of résumé and cover letter to each round of interviews onsite
- **Publication Design (formerly Desktop Publishing)**—name change, removed objective test, removed pre-judged component, added performance component

### Procedures

- State can advance four (4) competitors in all events except LifeSmarts and Virtual Business Challenge.
- All production tests must be uploaded electronically.
- National Statement of Assurance now must be submitted online.
- Performance events with prep/case components will be closed to audiences and will no longer require sequestering at NLC.

## OVERVIEW OF FBLA COMPETITIVE EVENTS PROGRAM COMPONENTS

Below is a description of the different types of national competitive events. The states may modify the events offered at the district/region and state level. Always check your state guidelines if competing at the district/region and/or state level competition.

Test Components	Description
<b>Objective Test Individual</b>	A 60-minute test administered during the National Leadership Conference. Non-graphing calculators are provided for all objective tests.
<b>Production Test Individual</b>	A one- or two-hour computer production test administered and proctored at a designated school site prior to the National Leadership Conference.

Performance Components	Description
<b>Role Play Team</b>	Competitors receive a role play scenario 10 or 20 minutes prior to their scheduled event times. Judges receive a copy of the role play along with suggested questions to ask during each performance.
<b>Prejudged Individual, Team, or Chapter</b>	Report or project content is prejudged before the conference. The presentation of a report or project is judged during the conference.
<b>Interview Individual</b>	The employer (judge) interviews the applicant (competitor) by asking typical job interview questions.
<b>Speech Individual</b>	A business speech based on FBLA-PBL goals, current events, and/or relevant business topics created and articulated by competitors.
<b>Presentation Individual or Team</b>	The presentation of an individual or team's project, or campaign on a specific topic provided in the event guidelines. This topic changes each year.

### Open Events

Online testing events are open to any FBLA member present at the National Leadership Conference. Prerequisites or registration is not required. The open events tests may change each year. The top winner of each open event is recognized during the award ceremony.

### Pilot Events

A person competing in a pilot event is eligible to compete in another individual or team event. The top five (5) winners are recognized during the awards ceremony.



# CONTENTS

FBLA EVENTS AT-A-GLANCE	46
FBLA EVENTS BY NBEA STANDARDS	48
FBLA EVENTS BY CAREER CLUSTERS	50
GENERAL EVENT GUIDELINES	52
GENERAL PERFORMANCE EVENT GUIDELINES	53
OBJECTIVE TEST EVENTS & COMPETENCIES	54
PRODUCTION AND OBJECTIVE TEST EVENTS	56
COLLABORATIVE OBJECTIVE TEST AND TEAM PERFORMANCE (ROLE PLAY) EVENTS	57
INDIVIDUAL OBJECTIVE TEST AND ROLE PLAY EVENT: HELP DESK	59
INDIVIDUAL OBJECTIVE TEST AND TEAM ROLE PLAY EVENT: PARLIAMENTARY PROCEDURE	60
PREJUDGED REPORTS AND PRESENTATION EVENTS	61
PREJUDGED PROJECTS AND PRESENTATION EVENTS	64
INTERVIEW EVENTS	68
SPEECH EVENTS	69
PRESENTATION EVENTS WITH EQUIPMENT	70
PRESENTATION EVENTS WITHOUT EQUIPMENT	74
LIFESMARTS	76
VIRTUAL BUSINESS MANAGEMENT CHALLENGE	77
2016 NLC COMPETITIVE EVENT TOPICS	78
RATING SHEETS	81



# EVENTS

3-D Animation	64	Introduction to Business Communication	55
Accounting I	54	<i>9th &amp; 10th grades</i>	
Accounting II	54	Introduction to Business Presentation— <i>Modified</i>	55
Agribusiness	54	<i>9th &amp; 10th grades</i>	
American Enterprise Project	61	Introduction to Business Procedures— <i>Modified</i>	55
Banking & Financial Systems	57	<i>9th &amp; 10th grades</i>	
Business Calculations	54	Introduction to Financial Math— <i>Modified</i>	55
Business Communication	54	<i>9th &amp; 10th grades</i>	
Business Ethics— <i>Modified</i>	74	Introduction to Information Technology	55
Business Financial Plan	61	<i>9th &amp; 10th grades</i>	
Business Law	54	Introduction to Parliamentary Procedure	55
Business Plan	61	<i>9th &amp; 10th grades</i>	
Client Service	74	Job Interview— <i>Modified</i>	68
Community Service Project	61	LifeSmarts	76
Computer Applications	56	Local Chapter Annual Business Report	61
Computer Game & Simulation Programming	64	Management Decision Making	57
Computer Problem Solving	54	Management Information Systems	58
Cyber Security	54	Marketing	58
Database Design & Application	56	Microsoft Office Specialist (MOS) Excel	55
Desktop Application Programming	64	Microsoft Office Specialist (MOS) Word	55
Digital Video Production	64	Mobile Application Development	64
E-business	64	Network Design	57
Economics	54	Networking Concepts	55
Electronic Career Portfolio	70	Parliamentary Procedure	60
Emerging Business Issues	74	Partnership with Business Project	61
Entrepreneurship	57	Personal Finance	55
FBLA Principles and Procedures	54	Public Service Announcement	70
<i>9th &amp; 10th grades</i>		Public Speaking I	69
Future Business Leader— <i>Modified</i>	68	Public Speaking II	69
Global Business	57	Publication Design— <i>Modified</i>	70
Graphic Design— <i>Modified</i>	70	Sales Presentation	70
Health Care Administration	54	Securities & Investments	55
Help Desk	59	Social Media Campaign	70
Hospitality Management	57	Sports & Entertainment Management	57
Impromptu Speaking	69	Spreadsheet Applications	56
Insurance & Risk Management	54	Virtual Business Management Challenge	77
Introduction to Business	55	Website Design	64
		Word Processing	56



# RATING SHEETS

<b>3-D Animation</b>			
Production	81	<b>Global Business</b>	109
Performance	82	<b>Graphic Design—<i>Modified</i></b>	110
<b>American Enterprise Project</b>		<b>Help Desk</b>	111
Report	83	<b>Hospitality Management</b>	112
Performance	84	<b>Impromptu Speaking</b>	113
<b>Banking &amp; Financial Systems</b>	85	<b>Introduction to Business Presentation—<i>Modified</i></b>	114
<b>Business Ethics—<i>Modified</i></b>	86	<b>Job Interview—<i>Modified</i></b>	
<b>Business Financial Plan</b>		Interview Materials	115
Report	87	Performance (Preliminary Round)	116
Performance	88	Performance (Final Round)	117
<b>Business Plan</b>		<b>Local Chapter Annual Business Report</b>	118
Report	89	<b>Management Decision Making</b>	119
Performance	91	<b>Management Information Systems</b>	120
<b>Client Service</b>	92	<b>Marketing</b>	121
<b>Community Service Project</b>		<b>Mobile Application Development</b>	
Report	93	Production	122
Performance	94	Performance	123
<b>Computer Game &amp; Simulation Programming</b>		<b>Network Design</b>	124
Production	95	<b>Parliamentary Procedure</b>	125
Performance	96	<b>Partnership with Business Project</b>	
<b>Desktop Application Programming</b>		Report	126
Production	97	Performance	127
Performance	98	<b>Public Service Announcement</b>	128
<b>Digital Video Production</b>		<b>Public Speaking I</b>	129
Production	99	<b>Public Speaking II</b>	130
Performance	100	<b>Publication Design—<i>Modified</i></b>	131
<b>E-business</b>		<b>Sales Presentation</b>	132
Production	101	<b>Social Media Campaign</b>	133
Performance	102	<b>Sports &amp; Entertainment Management</b>	134
<b>Electronic Career Portfolio</b>	103	<b>Website Design</b>	
<b>Emerging Business Issues</b>	104	Production	135
<b>Entrepreneurship</b>	105	Performance	136
<b>Future Business Leader—<i>Modified</i></b>			
Interview Materials	106		
Performance (Preliminary Round)	107		
Performance (Final Round)	108		





# FBLA EVENTS AT-A-GLANCE

FBLA Competitive Events	# of State Entries	Event Type	Objective Test Time	Collaborative Objective Test	Prejudged Report/Project	Home-site Production Test/Time	National Preliminary Round	National Final Round	Equipment Setup Time	Prep. Time	Performance Time	Q&A	Interactive Role Play
3-D Animation	4	I, T			x		x	x	5		7	3	
Accounting I	4	I	60										
Accounting II	4	I	60										
Agribusiness	4	I	60										
American Enterprise Project	4	C			x		x	x	5		7	3	
Banking & Financial Systems	4	T	60	x				x		20	7		x
Business Calculations	4	I	60										
Business Communication	4	I	60										
Business Ethics	4	T					x	x			7	3	
Business Financial Plan	4	I, T			x		x	x	5		7	3	
Business Law	4	I	60										
Business Plan	4	I, T			x		x	x	5		7	3	
Client Service	4	I					x	x		10	5		x
Community Service Project	4	C			x		x	x	5		7	3	
Computer Applications	4	I	60			2 hrs							
Computer Game & Simulation Programming	4	I, T			x		x	x	5		7	3	
Computer Problem Solving	4	I	60										
Cyber Security	4	I	60										
Database Design & Applications	4	I	60			1 hr							
Desktop Application Programming	4	I			x		x	x	5		7	3	
Digital Video Production	4	I, T			x		x	x	5		7	3	
E-business	4	I, T			x		x	x	5		7	3	
Economics	4	I	60										
Electronic Career Portfolio	4	I					x	x	5		7	3	
Emerging Business Issues	4	T					x	x			7	3	
Entrepreneurship	4	T	60	x				x		20	7		x
FBLA Principles & Procedures (9th–10th grade)	4	I	60										
Future Business Leader	4	I	60		x		x	x			10,15		
Global Business	4	T	60	x				x		20	7		x
Graphic Design	4	I, T					x	x	5		7	3	
Health Care Administration	4	I	60										
Help Desk	4	I	60					x		10	5		x
Hospitality Management	4	T	60	x				x		20	7		x
Impromptu Speaking	4	I					x	x		10	4		
Insurance & Risk Management	4	I	60										

# FBLA EVENTS AT-A-GLANCE



<b>FBLA Competitive Events</b>	# of State Entries	Event Type	Objective Test Time	Collaborative Objective Test	Prejudged Report/Project	Home-site Production Test/Time	National Preliminary Round	National Final Round	Equipment Setup Time	Prep. Time	Performance Time	Q&A	Interactive Role Play
Introduction to Business (9th–10th grade)	4	I	60										
Introduction to Business Communication (9th–10th grade)	4	I	60										
Introduction to Business Presentation (9th–10th grade)	4	I, T					x	x	5		7	3	
Introduction to Business Procedures (9th–10th grade)	4	I	60										
Introduction to Financial Math (9th–10th grade)	4	I	60										
Introduction to Information Technology (9th–10th grade)	4	I	60										
Introduction to Parliamentary Procedure (9th–10th grade)	4	I	60										
Job Interview	4	I			x		x	x			10,15		
LifeSmarts	2	T	30	x			x	x					
Local Chapter Annual Business Report	4	C			x								
Management Decision Making	4	T	60	x				x		20	7		x
Management Information Systems	4	T	60	x				x		20	7		x
Marketing	4	T	60					x		20	7		x
Mobile Application Development	4	I, T			x		x	x	5		7	3	
Network Design	4	T	60	x				x		20	7		x
Networking Concepts	4	I	60										
Parliamentary Procedure	4	T	60					x		20	9-11		
Partnership with Business Project	4	C			x		x	x	5		7	3	
Personal Finance	4	I	60										
Public Service Announcement	4	I, T					x	x	5		5	3	
Public Speaking I (9th–10th grade)	4	I					x	x			4		
Public Speaking II	4	I					x	x			5		
Publication Design	4	I, T					x	x	5		7	3	
Sales Presentation	4	I					x	x	5		7		x
Securities & Investments	4	I	60										
Sports & Entertainment Management	4	T	60	x				x		20	7		x
Spreadsheet Applications	4	I	60			1 hr							
Social Media Campaign	4	I, T					x	x	5		7	3	
Virtual Business Management Challenge	2	I, T					x	x			25		
Website Design	4	I, T			x		x	x	5		7	3	
Word Processing	4	I	60			1 hr							

# FBLA EVENTS BY NBEA STANDARDS

Events	Accounting	Business Law	Career Development	Communication	Computation	Economics & Pers. Finance	Entrepreneurship	Information Technology	International Business	Management	Marketing
3-D Animation				X				X			
Accounting I	X				X	X					
Accounting II	X		X		X	X					
Agribusiness	X					X	X			X	X
American Enterprise Project				X		X	X			X	
Banking & Financial Systems	X		X		X	X				X	
Business Calculations	X				X						
Business Communication				X							
Business Ethics		X		X							
Business Financial Plan	X			X	X	X				X	
Business Law		X							X		
Business Plan	X		X	X		X	X			X	X
Client Service			X	X				X			
Community Service Project				X						X	X
Computer Applications				X				X			
Computer Game & Simulation Programming								X		X	
Computer Problem Solving								X			
Cyber Security								X			
Database Design & Applications					X			X			
Desktop Application Programming				X				X		X	
Digital Video Production				X				X			
E-business				X		X	X	X			X
Economics						X	X		X	X	
Electronic Career Portfolio			X	X				X			
Emerging Business Issues				X		X			X	X	
Entrepreneurship	X			X			X			X	X
FBLA Principles & Procedures											
Future Business Leader	X	X	X	X	X		X		X	X	X
Global Business	X					X	X		X	X	X
Graphic Design				X				X			
Health Care Administration										X	
Help Desk				X				X			
Hospitality Management			X	X				X			
Impromptu Speaking				X							
Insurance & Risk Management	X		X			X		X		X	



# FBLA EVENTS BY NBEA STANDARDS

Events	Accounting	Business Law	Career Development	Communication	Computation	Economics & Pers. Finance	Entrepreneurship	Information Technology	International Business	Management	Marketing
Introduction to Business			X	X		X	X			X	X
Introduction to Business Communication				X							
Introduction to Business Presentation				X				X			
Introduction to Business Procedures			X	X	X	X		X			
Introduction to Financial Math					X						
Introduction to Parliamentary Procedure											
Introduction to Information Technology								X			
Job Interview			X	X							
LifeSmarts		X				X		X		X	X
Local Chapter Annual Business Report				X				X			X
Management Decision Making	X	X		X		X	X	X		X	
Management Information Systems				X				X		X	
Marketing							X				X
Mobile Application Development				X				X			X
Network Design				X				X		X	
Networking Concepts								X		X	
Parliamentary Procedure											
Partnership with Business Project			X	X			X	X		X	
Personal Finance						X					
Public Service Announcement				X				X			
Public Speaking I				X							
Public Speaking II				X							
Publication Design				X				X			
Sales Presentation											X
Securities & Investments	X			X							
Social Media Campaign								X			X
Sports & Entertainment Management										X	X
Spreadsheet Applications					X			X			
Virtual Business Management Challenge	X	X	X	X	X	X	X	X		X	X
Website Design				X				X			X
Word Processing				X				X			



# FBLA EVENTS BY CAREER CLUSTERS

## AGRICULTURE

Agribusiness  
Business Ethics

Electronic Career Portfolio  
Job Interview

## ARTS, A/V TECHNOLOGY, & COMMUNICATION

3-D Animation  
Business Ethics  
Computer Game & Simulation Programming  
Desktop Application Programming  
Digital Video Production  
Electronic Career Portfolio

Graphic Design  
Help Desk  
Job Interview  
Mobile Application Development  
Network Design  
Networking Concepts

Public Service Announcement  
Publication Design  
Social Media Campaign  
Website Design

## BUSINESS MANAGEMENT & ADMINISTRATION

3-D Animation  
Accounting I  
Accounting II  
Agribusiness  
American Enterprise Project  
Banking & Financial Systems  
Business Calculations  
Business Communication  
Business Ethics  
Business Financial Plan  
Business Law  
Business Plan  
Client Service  
Community Service Project  
Computer Applications  
Computer Game & Simulation Programming  
Database Design & Applications  
Desktop Application Programming  
E-business

Economics  
Electronic Career Portfolio  
Emerging Business Issues  
Entrepreneurship  
FBLA Principles & Procedures  
Future Business Leader  
Global Business  
Graphic Design  
Health Care Administration  
Help Desk  
Hospitality Management  
Impromptu Speaking  
Insurance & Risk Management  
Introduction to Business  
Introduction to Business Communication  
Introduction to Business Presentation  
Introduction to Business Procedures  
Introduction to Financial Math  
Introduction to Parliamentary Procedure

Job Interview  
LifeSmarts  
Local Chapter Annual Business Report  
Management Decision Making  
Management Information Systems  
Marketing  
Parliamentary Procedure  
Partnership with Business Project  
Personal Finance  
Public Speaking I  
Public Speaking II  
Publication Design  
Sports & Entertainment Management  
Spreadsheet Applications  
Virtual Business Management Challenge  
Word Processing

## FINANCE

Accounting I  
Accounting II  
Banking & Financial Systems  
Business Calculations  
Business Ethics  
Business Financial Plan  
Business Plan  
E-business  
Economics

Electronic Career Portfolio  
Entrepreneurship  
Future Business Leader  
Global Business  
Health Care Administration  
Insurance & Risk Management  
Introduction to Business  
Introduction to Business Procedures  
Introduction to Financial Math

Job Interview  
LifeSmarts  
Local Chapter Annual Business Report  
Management Decision Making  
Management Information Systems  
Personal Finance  
Securities & Investments

## GOVERNMENT & PUBLIC ADMINISTRATION

Accounting I  
Accounting II  
Banking & Financial Systems

Business Ethics  
Electronic Career Portfolio  
Global Business

Health Care Administration  
Job Interview

# FBLA EVENTS BY CAREER CLUSTERS

## HUMAN SERVICES

Banking & Financial Systems  
Business Communication  
Business Ethics  
Business Financial Plan  
Business Plan  
Client Service  
Electronic Career Portfolio

Entrepreneurship  
Future Business Leader  
Global Business  
Health Care Administration  
Hospitality Management  
Help Desk  
Impromptu Speaking

Introduction to Business Presentation  
Introduction to Business Procedures  
Job Interview  
Management Decision Making  
Management Information Systems

## INFORMATION TECHNOLOGY

American Enterprise Project  
Business Ethics  
Client Service  
Community Service Project  
Computer Applications  
Computer Game & Simulation Programming  
Computer Problem Solving  
Cyber Security  
Database Design & Applications  
Desktop Application Programming  
Digital Video Production  
E-business

Electronic Career Portfolio  
Emerging Business Issues  
Future Business Leader  
Graphic Design  
Health Care Administration  
Help Desk  
Hospitality Management  
Introduction to Business Presentation  
Introduction to Business Procedures  
Introduction to Information Technology  
Job Interview  
LifeSmarts

Local Chapter Annual Business Report  
Management Information Systems  
Mobile Application Development  
Network Design  
Networking Concepts  
Partnership with Business Project  
Publication Design  
Social Media Campaign  
Spreadsheet Applications  
Virtual Business Management Challenge  
Website Design  
Word Processing

## LAW & PUBLIC SAFETY

Business Ethics  
Business Law  
Electronic Career Portfolio

Health Care Administration  
Job Interview  
Management Decision Making

Management Information Systems

## MARKETING, SALES, & SERVICE

Accounting I  
Accounting II  
Agribusiness  
Business Communication  
Business Ethics  
Business Plan  
Client Service  
Desktop Application Programming  
Digital Video Production  
E-business  
Economics  
Electronic Career Portfolio

Entrepreneurship  
Future Business Leader  
Global Business  
Graphic Design  
Hospitality Management  
Impromptu Speaking  
Insurance & Risk Management  
Introduction to Business  
Introduction to Business Communication  
Job Interview  
LifeSmarts

Local Chapter Annual Business Report  
Management Decision Making  
Marketing  
Partnership with Business Project  
Public Speaking I  
Public Speaking II  
Publication Design  
Sales Presentation  
Social Media Campaign  
Virtual Business Management Challenge  
Website Design  
Word Processing

## S.T.E.M.

3-D Animation  
Business Ethics  
Community Service Project  
Computer Applications  
Computer Game & Simulation Programming  
Computer Problem Solving

Cyber Security  
Database Design & Applications  
Desktop Application Programming  
Digital Video Production  
Electronic Career Portfolio  
Graphic Design

Help Desk  
Job Interview  
Publication Design  
Social Media Campaign  
Website Design



## GENERAL EVENT GUIDELINES

The general event guidelines below are applicable to all national competitive events. Please review and follow these guidelines when competing at the national level. When competing at the state level, check the state guidelines since they may differ slightly.

### Eligibility

- **Dues:** Competitors must have paid FBLA national and state dues by 11:59 p.m. Eastern Time on March 1 of the current school year.
- **NLC Registration:** Participants must be registered for the NLC and pay the national conference registration fee in order to participate in competitive events.
- **Deadlines:** The state chair, or designee, must register each state competitor on the official online entry forms by 11:59 p.m. Eastern Time on the second Friday in May.
- Each state may submit four (4) entries in all events except LifeSmarts and Virtual Business Challenge.
- Each competitor can only compete in one (1) individual/team event and one (1) chapter event.

### 9th and 10th Grade Events

The following events are only open to 9th and 10th grades:

- FBLA Principles and Procedures
- Introduction to Business
- Introduction to Business Communication
- Introduction to Business Presentation
- Introduction to Business Procedures
- Introduction to Financial Math
- Introduction to Information Technology
- Introduction to Parliamentary Procedure
- Public Speaking I

### Repeat Competitors

Competitors are **not** permitted to compete in an event more than once at the NLC unless one of the following circumstances applies:

- **Modified Events:** A competitor may compete in the same event when the event is modified.
- **Team Events:** One (1) competitor of the team may have competed in the same event at one (1) previous NLC; however, they may not compete more than twice in the event at the national level.
- **Chapter Events:** Competitors may compete in a chapter event more than once (American Enterprise Project, Community Service Project, and Partnership with Business Project).
- **Individual Entry:** A competitor who competed as an individual entry in a team event at the national level may compete in the same event a second time as part of a team, but not a second time as an individual.
- **Parliamentary Procedure:** Two (2) competitors of the team may have competed in this event at a previous NLC; however, they may not compete more than twice at the national level.
- **Pilot Event:** Competition in a pilot event does not disqualify a competitor from competing in the same event if it becomes an official competitive event. The participant may compete in another event as well as a pilot event.

### Breaking Ties

- **Objective Tests:** Ties are broken by comparing the correct number of answers to the last 10 questions on the exam. If a tie remains, the competitor who completed the test in a shorter amount of time will place higher. If this does not break the tie, answers to the last 20 questions will be reviewed and determine the winner.
- **Objective and Production Tests:** The production test scores will be used to break a tie based on the tie-breaking criteria of objective tests.
- **Objective Tests and Performances:** The objective test score will be used to break a tie based on the tie-breaking criteria of objective tests.
- **Reports/Projects and Performances:** The report/project scores will be used to break a tie.
- **Performances:** Judges must break ties and all judges' decisions are final.

### National Deadlines

- State chair/adviser must register all competitors for NLC competitive events online by 11:59 p.m. Eastern Time on the second Friday in May.
- All prejudged components (reports, websites, statement of assurances) must be received by 11:59 p.m. Eastern Time on the second Friday in May.
  - All reports must be uploaded online.
  - All Statements of Assurance must be submitted online.
- All production tests must be received at FBLA-PBL by 11:59 p.m. Eastern Time on the third Friday in May.
  - All tests must be mailed to:  
FBLA-PBL  
1912 Association Drive  
Reston, VA 20191
- State chair/adviser may make name changes only (no additional entries) by 11:59 p.m. Eastern Time on the first Friday in June. Competitor drops are the only changes allowed after this date and onsite.

### National Awards

The number of competitors will determine the number of winners. The maximum number of winners for each competitive event is 10. Only one (1) award is given to the schools competing in chapter events (America Enterprise Project, Community Service Project, Local Chapter Annual Business Report, and Partnership with Business Project).

### Additional Materials

Certain events may allow the use of additional materials. Please refer to event guidelines.



## AMERICANS WITH DISABILITIES ACT (ADA)

FBLA-PBL meets the criteria specified in the Americans with Disabilities Act for all participants who submit a special needs form to the FBLA-PBL National Center.

**Form:** [go.fbla.org/specialneedsform](http://go.fbla.org/specialneedsform)

## RECORDING OF PRESENTATIONS

No unauthorized audio or video recording devices will be allowed in any competitive event. Participants in the performance events should be aware the national association reserves the right to record any performance for use in study or training materials.

## GENERAL PERFORMANCE EVENT GUIDELINES

### Performance Guidelines

- A maximum of fifteen (15) competitors/teams or an equal number from each section in the preliminary round will advance to the final round. When there are more than five sections of preliminary performances for an event, two competitors/teams from each section will advance to the final round.
- In the case of team events, all team competitors are expected to actively participate in the performance.
- Competitors cannot be replaced or substituted for prejudged events with the exception of the chapter events—American Enterprise Project, Community Service Project, and Partnership with Business Project.
- All competitors must comply with the FBLA-PBL dress code.
- Prejudged materials and résumés will not be returned.

### Technology Guidelines

- The following will be provided for all technology presentation events: screen, power, table, and projector.
- Competitors utilizing Apple products or other devices that do not have a VGA port or HDMI will need to provide their own adapters.
- Internet access will be provided for:
  - 3-D Animation
  - Digital Video Production
  - E-business
  - Electronic Career Portfolio
  - Mobile Application Development
  - Public Service Announcement
  - Social Media Campaign
  - Website Design
- Internet access may not be WiFi, so competitors should plan appropriately when selecting laptops/tablets on which to present.

### Performance Competencies

- Demonstrate excellent verbal communication.
- Display effective decision-making and problem-solving skills.
- Express self-confidence and poise.
- Work well as a team when applicable.
- Exhibit logic and systematic understanding.
- Conduct a professional business presentation.
- Answer questions effectively (when applicable).

### Penalty Points Deducted by Judges

- Five (5) points are deducted if competitors do not follow the dress code.
- Five (5) points may be deducted for presentations over the allotted time.
- Five (5) points may be deducted for not following guidelines.

### Audience

- Preliminary performances are not open to conference attendees.
- Final performances may be open to conference attendees, space permitting (with the exception of interview and prep/case events). Finalists may not view other competitors' performances in their event.
- Recording performances is prohibited.
- All electronic devices must be turned off.
- All attendees must follow the dress code and wear their name badges.



## OBJECTIVE TEST EVENTS & COMPETENCIES

### Overview

These events consist of a 60-minute test administered during the National Leadership Conference (NLC).

### Eligibility

Each state may submit four (4) individuals. Competitors must have paid FBLA national and state dues by 11:59 p.m. Eastern Time on March 1 of the current school year.

### NLC Registration

Participants must be registered for the NLC and pay the national conference registration fee in order to participate in competitive events.

### Objective Test Guidelines

- No materials may be brought to the testing site.
- No calculators may be brought into the testing site; calculators will be provided.
- Electronic devices must be turned off and out of sight.
- Bring a writing instrument.

Event Name	Objective Test Competencies
<b>Accounting I</b> <i>Participants must not have had more than two (2) semesters or one (1) semester equivalent to a full year in block scheduling in high school accounting instruction.</i>	Journalizing   account classification   terminology   concepts and practices   types of ownership   posting   income statements   balance sheets   worksheets   bank reconciliations   payroll   depreciation   manual and computerized systems   ethics
<b>Accounting II</b>	Financial statements   corporate accounting   ratios and analysis   accounts receivable and payable   budgeting and cash flow   cost accounting/manufacturing   purchases and sales   journalizing   income tax   payroll   inventory   plant assets and depreciation   departmentalized accounting   ethics   partnerships
<b>Agribusiness</b>	Economics   finance and accounting   health, safety, and environmental management   management analysis and decision making   marketing   terminology and trends
<b>Business Calculations</b>	Consumer credit   mark-up and discounts   data analysis and reporting   payroll   interest rates   investments   taxes   bank records   insurance   ratios and proportions   depreciation   inventory
<b>Business Communication</b>	Nonverbal and verbal communication   communication concepts   report application   grammar   reading comprehension   editing and proofreading   word definition and usage   capitalization and punctuation   spelling   digital communication
<b>Business Law</b>	Legal systems   contracts and sales   business organization   property laws   agency and employment laws   negotiable instruments, insurance secured transactions, bankruptcy   consumer protection and product/personal liability   computer law   domestic and private law
<b>Computer Problem Solving</b>	Operating systems   networks   personal computer components   security   safety and environmental issues   laptop and portable devices   printers and scanners
<b>Cyber Security</b>	Defend and attack (virus, spam, spyware)   network security   disaster recovery   email security   intrusion detection   authentication   public key   physical security   cryptography   forensics security   cyber security policy
<b>Economics</b>	Basic economic concepts and principles   monetary and fiscal policy   productivity   macroeconomics   market structures   investments and interest rates   government role   types of businesses/economic institutions   business cycles/circular flow   supply and demand   international trade/global economics
<b>FBLA Principles &amp; Procedures</b> <i>9th &amp; 10th grades</i>	FBLA organization   bylaws and handbook   national competitive events guidelines   national publications   creed and national goals
<b>Health Care Administration</b>	Managing office procedures   medical terminology   legal and ethical issues   communication skills   managing financial functions   health insurance   records management   infection control   medical history   technology
<b>Insurance &amp; Risk Management</b>	Risk management process   property and liability insurance   health, disability, and life insurance   insurance knowledge   decision making   careers   ethics



Event Name	Objective Test Competencies
<b>Introduction to Business</b> <i>9th &amp; 10th grades</i>	Money management, banking, and investments   consumerism   characteristics and organization of business   economic systems   rights and responsibilities of employees, managers, owners, and government   career awareness   global business   ethics   insurance
<b>Introduction to Business Communication</b> <i>9th &amp; 10th grades</i>	Grammar   punctuation and capitalization   oral communication concepts   reading comprehension   word definition and usage   proofreading and editing   spelling
<b>Introduction to Business Procedures</b> <i>9th &amp; 10th grades</i>	Human relations   technology concepts   business operations   communication skills   information processing   decision making/management   career development   database and information management   ethics and safety   finance
<b>Introduction to Financial Math</b> <i>9th &amp; 10th grades</i>	Basic math concepts   consumer credit   data analysis   probability   fractions   percentages   discounts   decimals
<b>Introduction to Information Technology</b> <i>9th &amp; 10th grades</i>	Computer hardware and software   operating systems   common program functions   word processing   spreadsheets   presentation software   networking concepts   email and electronic communication
<b>Introduction to Parliamentary Procedure</b> <i>9th &amp; 10th grades</i>	Parliamentary procedure principles   FBLA bylaws
<b>Microsoft Office Specialist (MOS) Excel</b>	Guidelines following
<b>Microsoft Office Specialist (MOS) Word</b>	Guidelines following
<b>Networking Concepts</b>	General network terminology and concepts   network operating system concepts   equipment for network access (firewall, DSU/CSU, T1, WiFi)   OSI model and functionality   network topologies and connectivity   network security
<b>Personal Finance</b>	Credit and debt   earning a living (income, taxes)   managing budgets and finance   saving and investing   banking and insurance   financial principles related to personal decision making   buying goods and services
<b>Securities &amp; Investments</b>	Investment fundamentals   personal investing   retirement and estate planning   financial services industry   financial assets & markets   financial services regulation   stock market   mutual funds

### MICROSOFT OFFICE SPECIALIST (MOS) WORD MICROSOFT OFFICE SPECIALIST (MOS) EXCEL

A core-level candidate for the Microsoft Word and Excel 2013 exams should have a fundamental understanding of the Word and Excel environment and the ability to complete tasks independently. They should know and demonstrate the correct application of the principal features of the software.

#### Eligibility

Individuals from active local chapters may participate in the MOS Word or MOS Excel event. The top four (4) participants from each state in each event are eligible to compete at the National Leadership Conference. Competitors must have paid FBLA national and state dues by 11:59 p.m. Eastern Time on March 1 of the current school year.

#### Overview

Students will take the MOS Word 2013 Core exam or the MOS Excel 2013 Core exam at their schools or at test centers. FBLA student members must register as a Certiport Testing Candidate and take a Qualifying MOS Certification Exam to participate in the new Microsoft Office Specialist events. Students may take the test at the local level more than once. The top four participants scoring the highest and having the least time from each state in

each exam are eligible for national competition. The qualifying tests have associated costs if your school doesn't have a site license to administer the MOS tests.

Visit [certiport.com](http://certiport.com).

- Log in using your Username and Password.
- Select "My Profile" at the top margin of the Certiport page.
- Select the "Profile" tab.
- Ensure "Student" is selected under Status.
- CRITICAL: Select "FBLA" in the Student Organizations field.
- Click the "Submit" button at the bottom of the page
- Event open from September 1, 2015–March 1, 2016

Students will be notified at the end of March if they qualify for the national events.

#### Final Onsite Exam

Qualifying students will take the MOS Word 2013 Expert or the MOS Excel 2013 Expert exam at the National Leadership Conference.

#### Competencies

For a list of the MOS Word Exam competencies go to [certiport.com/MOS](http://certiport.com/MOS).



## PRODUCTION AND OBJECTIVE TEST EVENTS

### Overview

These events consist of two (2) parts: a production test administered and proctored at a designated school-site prior to the NLC, and a 60-minute objective test administered onsite at the NLC.

### Eligibility

Each state may submit four (4) individuals. Competitors must have paid FBLA national and state dues by 11:59 p.m. Eastern Time on March 1 of the current school year.

### NLC Registration

Participants must be registered for the NLC and pay the national conference registration fee in order to participate in competitive events.

Event Name	Test Time	Production Test Competencies	Objective Test Competencies
<b>Computer Applications</b>	2 hours	Create, search, and query databases   spreadsheet functions and formulas   text slide graphics and presentations   business graphics   word processing	Basic computer terminology and concepts   presentation, publishing, and multimedia applications   email, integrated and collaboration applications   netiquette and legal issues   spreadsheet and database applications   security   formatting, grammar, punctuation, spelling, and proofreading
<b>Database Design &amp; Application</b>	1 hour	Multiple table database design   table creation, inserting data into tables   table SQL statements   creation of forms/reports	Data definitions/terminologies   query development   table relationships   form development   reports and forms
<b>Spreadsheet Applications</b>	1 hour	Basic mathematical concepts   data organization concepts   creating formulas   functions   generate graphs for analysis purposes   pivot tables   create macros   filter and extract data	Formulas   functions   graphics, charts, reports   purpose for spreadsheets   pivot tables and advanced tools   macros and templates   filters and extraction of data   format and print options
<b>Word Processing</b>	1 hour	Production of all types of business forms   letters and mail merge   memos   tables   reports (including statistical)   materials from rough draft and unarranged copy   email messages	Related application knowledge   advanced applications   document formatting rules and standards   grammar, punctuation, spelling, and proofreading   printing

### Production Test Guidelines

- Documents produced for this event must be prepared by the competitor without help from the adviser or any other person.
- Administration of the production test is determined by the state chair/adviser.
- No calculators are allowed to be used on the production test.
- The production score will constitute 85% of the final event score.
- The production test score will be used to break a tie.
- Tests must be uploaded online by 11:59 p.m. Eastern Time on the third Friday in May.

### Objective Test Guidelines

- No materials may be brought to the testing site.
- No calculators may be brought into the testing site; calculators will be provided.
- Electronic devices must be turned off and out of sight.
- Bring a writing instrument.



## COLLABORATIVE OBJECTIVE TEST AND TEAM PERFORMANCE (ROLE PLAY) EVENTS

### Overview

These events consist of two (2) parts: an objective test and interactive role-play. A 60-minute objective test will be administered onsite at the NLC. Team competitors will take one (1) objective test collaboratively.

### Eligibility

Each state may submit four (4) teams of two (2) or three (3) members. Competitors must have paid FBLA national and state dues by 11:59 p.m. Eastern Time on March 1 of the current school year.

### NLC Registration

Participants must be registered for the NLC and pay the national conference registration fee in order to participate in competitive events.

### Finals

The top fifteen (15) scoring teams advance to the final round.

Event	Equipment Setup Time	Prep Time	Performance Time	Warning Time	Time Up	Penalty Over Time	Q&A
Banking & Financial Systems	NA	20 min.	7 min.	6 min.	7 min.	NA	NA
Entrepreneurship	NA	20 min.	7 min.	6 min.	7 min.	NA	NA
Global Business	NA	20 min.	7 min.	6 min.	7 min.	NA	NA
Hospitality Management	NA	20 min.	7 min.	6 min.	7 min.	NA	NA
Management Decision Making	NA	20 min.	7 min.	6 min.	7 min.	NA	NA
Management Information Systems	NA	20 min.	7 min.	6 min.	7 min.	NA	NA
Marketing	NA	20 min.	7 min.	6 min.	7 min.	NA	NA
Network Design	NA	20 min.	7 min.	6 min.	7 min.	NA	NA
Sports & Entertainment Management	NA	20 min.	7 min.	6 min.	7 min.	NA	NA

Event Name	Objective Test Competencies & Case Overview
<b>Banking &amp; Financial Systems</b> <i>Rating Sheet: page 85</i>	<b>Competencies:</b> Concepts and practices   basic terminology   government regulation of financial services   impact of technology on financial services   types/differences of various institutions   ethics   careers in financial services   taxation <b>Case:</b> A problem or scenario encountered in the banking or financial business community.
<b>Entrepreneurship</b> <i>Rating Sheet: page 105</i>	<b>Competencies:</b> Business plan   community/business relations   legal issues   initial capital and credit   personnel management   financial management   marketing management   taxes   government regulations <b>Case:</b> A decision-making problem encountered by entrepreneurs in one (1) or more of the following areas: business planning, human relations, financial management, or marketing.
<b>Global Business</b> <i>Rating Sheet: page 109</i>	<b>Competencies:</b> Basic international concepts   ownership and management   marketing   finance   communication (including culture and language)   treaties and trade agreements   legal issues   human resource management   ethics   taxes and government regulations   currency exchange   international travel   career development <b>Case:</b> A problem encountered in the international/global arena.
<b>Hospitality Management</b> <i>Rating Sheet: page 112</i>	<b>Competencies:</b> Hospitality operation and management functions   hotel sales process   hospitality marketing concepts   human resource management in the hospitality industry   environmental, ethical, and global issues   customer service in the hospitality industry   legal issues, financial management, and budgeting   current hospitality industry trends   types of hospitality markets and customers <b>Case:</b> A scenario in the hospitality management industry.
<b>Management Decision Making</b> <i>Rating Sheet: page 119</i>	<b>Competencies:</b> Information and communication systems   human resource management   financial management   business operations   management functions and environment   business ownership and law   strategic management   ethics and social responsibility   marketing   economic concepts   careers <b>Case:</b> A problem encountered by managers in the following areas: human resource management, financial management, marketing management or information systems management. Competitors will assume the role of management and present a solution to the case study.



<b>Management Information Systems</b> <i>Rating Sheet: page 120</i>	<b>Competencies:</b> Systems analysis and design   database management and modeling concepts   object-oriented analysis and design   user interfaces   system controls   defining system and business requirements <b>Case:</b> A decision-making problem outlining a small business' environment and needs. Competitors will analyze the situation and recommend an information system solution to address the issues raised.
<b>Marketing</b> <i>Rating Sheet: page 121</i>	<b>Competencies:</b> Basic marketing fundamentals   economics   selling and merchandising   channels of distribution   marketing, information research, and planning   promotion and advertising media   legal, ethical, and social marketing aspects   e-commerce <b>Case:</b> A marketing problem is proposed, and a solution is discussed.
<b>Network Design</b> <i>Rating Sheet: page 124</i>	<b>Competencies:</b> Network installation   problem solving and troubleshooting   network administrator functions   configuration of Internet resources   backup and disaster recovery   configuration network resources and services <b>Case:</b> An analysis of a computing environment situation and recommendation for a network solution that addresses the issues provided.
<b>Sports &amp; Entertainment Management</b> <i>Rating Sheet: page 134</i>	<b>Competencies:</b> Management basics   event management   management functions   decision making   management strategies   strategic planning tools   networking and delegating   leadership   managing groups and teams   ethics   management for entertainment industry   marketing concepts and buyer behavior   marketing information management and research   marketing mix and product life cycle   distribution, pricing, and market conditions   promotion, advertising, and sponsorship   sales   entrepreneurship   human resource management   careers <b>Case:</b> A problem outlining the understanding and awareness of sports and entertainment issues within today's society.

### Performance Guidelines—Final Round

- Two (2) 4" x 6" note cards will be provided to each competitor and may be used during event preparation and performance. Information may be written on both sides of the note cards. Note cards will be collected following the presentation.
- No additional reference materials allowed.
- Flip charts are provided for Management Information Systems and Network Design.
- Teams should introduce themselves, describe the situation, make their recommendations, and summarize their cases.
- All team members are expected to actively participate in the performance.
- All questions raised in the case must be addressed during the presentation.
- Turn off all electronic devices.
- Objective test scores will be used to break a tie.
- Final performances are not open to conference attendees.

### Penalty Points Deducted by Judges

- Five (5) points are deducted if competitors do not follow the dress code.
- Five (5) points may be deducted for not following guidelines.

### Performance Competencies

- See page 53.



## INDIVIDUAL OBJECTIVE TEST AND ROLE PLAY EVENT: HELP DESK

### Overview

This event consists of two (2) parts, an objective test and an individual role play. A 60-minute objective test will be administered onsite at the NLC.

### Eligibility

Each state may submit four (4) individuals for this event. Competitors must have paid FBLA national and state dues by 11:59 p.m. Eastern Time on March 1 of the current school year.

### NLC Registration

Participants must be registered for the NLC and pay the national conference registration fee in order to participate in competitive events.

### Finals

The top fifteen (15) scoring teams advance to the final round.

Event	Equipment Setup Time	Prep Time	Performance Time	Warning Time	Time Up	Penalty Over Time	Q&A
Help Desk	NA	10 min.	5 min.	4 min.	5 min.	NA	NA

Event Name	Objective Test Competencies & Case Overview
<b>Help Desk</b> <i>Rating Sheet: page 111</i>	<p><b>Competencies:</b> Help desk concepts   help desk operations   people component: help desk roles and responsibilities   process component: help desk process and procedures   information component: help desk performance measure   help desk setting   customer support as a profession   management processes</p> <p><b>Case:</b> An interactive role-play scenario will be given based on customer service in the technical field.</p>

### Performance Guidelines—Final Round

- Two (2) 4" x 6" note cards will be provided to each competitor and may be used during event preparation and performance. Information may be written on both sides of the note cards. Note cards will be collected following the presentation.
- No additional reference materials allowed.
- Individuals should introduce themselves, describe the situation, make their recommendations, and summarize their cases.
- All questions raised in the case must be addressed during the presentation.
- Objective test scores will be used to break a tie.
- Final performances are not open to conference attendees.

### Penalty Points Deducted by Judges

- Five (5) points are deducted if competitors do not follow the dress code.
- Five (5) points may be deducted for not following guidelines.

### Performance Competencies

- See page 53.



## INDIVIDUAL OBJECTIVE TEST AND TEAM ROLE PLAY EVENT: PARLIAMENTARY PROCEDURE

### Overview

The Dorothy L. Travis Award for Parliamentary Procedure consists of two (2) parts, an objective test and a meeting presentation. A 60-minute objective test will be administered at the NLC. Questions for the parliamentary procedure principles section of the exam will be drawn from the National Association of Parliamentarian's official test bank. The team score is determined by the average scores of its members.

### Eligibility

Each state may submit four (4) teams composed of four (4) or five (5) persons (a president, vice president, secretary, treasurer, and an additional member) from active local chapters for this event. No more than two (2) members may have participated at a prior NLC. Competitors must have paid FBLA national and state dues by 11:59 p.m. Eastern Time on March 1 of the current school year.

### NLC Registration

Participants must be registered for the NLC and pay the national conference registration fee in order to participate in competitive events.

### Finals

The top fifteen (15) scoring teams advance to the final round.

### National Parliamentarian Candidate

The highest scoring underclassman on the parliamentary procedures exam who submits an officer application and meets all appropriate criteria becomes the new national parliamentarian.

Event	Equipment Setup Time	Prep Time	Performance Time	Warning Time	Time Up	Penalty Over Time	Q&A
Parliamentary Procedure	NA	20 min.	9–11 min.	8 min.	11 min.	Yes	NA

Event Name	Objective Test Competencies
<b>Parliamentary Procedure</b> <i>Rating Sheet: page 125</i>	<b>Competencies:</b> Parliamentary procedure principles   FBLA Bylaws <b>Case:</b> The role play scenario will be given to simulate a regular chapter meeting. The examination and performance criteria for this event will be based on <i>Robert's Rules of Order, Newly Revised, 11<sup>th</sup> edition</i> .

### Performance Guidelines—Final Round

- Parliamentary procedure reference materials may be used during the preparation period but not during the performance itself. The following items may be taken into the prep and performance room: a copy of the problem for each team member, the treasurer's report, and a copy of the minutes from a preceding meeting.
- Performances must include presentation of procedures that are used in a complete regular meeting of the chapter from the time the meeting is called to order until it is adjourned. Items designated in the case must be included in the appropriate order of business, but other items also should be taken up during the meeting. The secretary will take notes during the performance, but notes will not be transcribed into minutes.
- The problem may or may not include class of motions, but all five (5) classes of motions—main, subsidiary, privileged, incidental, and motions that bring a question again before the assembly—must be demonstrated during the performance.
- No reference materials, visual aids, or electronic devices may be brought to or used during the performance.
- Final performances are not open to conference attendees.

### Penalty Points Deducted by Judges

- Five (5) points are deducted if competitors do not follow the dress code.
- Deduction of one (1) point for each full thirty (30) seconds under nine (9) or over 11 minutes.
- Five (5) points may be deducted for not following guidelines.

### Performance Competencies

- See page 53.





## PREJUDGED REPORTS AND PRESENTATION EVENTS

### Overview

These events consist of two (2) parts: a prejudged report and a presentation. Competitors are required to complete both parts for award eligibility.

### Eligibility

States may submit four (4) entries for these events. Competitors must have paid FBLA national and state dues by 11:59 p.m. Eastern Time on March 1 of the current school year.

### NLC Registration

Participants must be registered for the NLC and pay the national conference registration fee in order to participate in competitive events.

### Finals

A maximum of fifteen (15) finalists, or an equal number from each group in the preliminary round, will advance to the final round.

Event	Equipment Setup Time	Prep Time	Performance Time	Warning Time	Time Up	Penalty Over Time (5 pts)	Q&A (3 min.)
American Enterprise Project	5 min.	NA	7 min.	6 min.	7 min.	Yes	Yes
Business Financial Plan	5 min.	NA	7 min.	6 min.	7 min.	Yes	Yes
Business Plan	5 min.	NA	7 min.	6 min.	7 min.	Yes	Yes
Community Service Project	5 min.	NA	7 min.	6 min.	7 min.	Yes	Yes
Local Chapter Annual Business Report	Only prejudged written report						
Partnership with Business Project	5 min.	NA	7 min.	6 min.	7 min.	Yes	Yes

Event Name	Submission by 2 <sup>nd</sup> Friday in May	# of Pages	Specific Guidelines
<b>American Enterprise Project</b> <i>Rating Sheets: page 83</i>	PDF must be uploaded	15	<ul style="list-style-type: none"> <li>The project must promote an awareness of some facet of the American enterprise system within the school and/or community and be designed for chapter participation.</li> <li>Reports must describe chapter activities conducted between the previous State Leadership Conference and the current State Leadership Conference.</li> </ul>
<b>Business Financial Plan</b> <i>Rating Sheets: page 87</i>	PDF must be uploaded	15	<ul style="list-style-type: none"> <li>Establish and develop a complete financial plan for a business venture by writing a report on the topic below.</li> <li>A one-page description of the plan should be the first page of the report (not included in page count).</li> </ul> <p><b>2016 NLC Topic</b></p> <ul style="list-style-type: none"> <li><i>You just recently graduated from your university with a degree in Health and Physical Fitness. You played two sports at your university and continue to remain healthy by working out and eating well. Your dream has been to open your own athletic club with high-end equipment, structured class exercise rooms, cardio exercise equipment, weight machines, and free weights. You want to offer 30- and 60-minute massages and personalized fitness plans. You will have locker rooms and operate 24 hours/7 days a week. There is an opportunity to grow and hire other employees who could be personal trainers working with you in the same school of philosophy.</i></li> </ul> <p><i>You have thousands of dollars of debt and no disposable income because you have not been hired for your first job since graduating. You really want to open this athletic club. You are planning to open your own facility in a 15,000 square foot, stand-alone building. You will need equipment, inventory, software for schedules, and more to open your doors.</i></p> <p><i>You did your research and you found a great opportunity to present your idea including a business financial plan to a major Angel Investor who may want to invest in your plan.</i></p> <p><i>Prepare a well-written business financial plan following the parameters and FBLA Performance Indicators as assigned. You will need to submit your report and then give a seven-minute presentation to the Angel Investor (judges).</i></p>



Event Name	Submission by 2 <sup>nd</sup> Friday in May	# of Pages	Specific Guidelines
<b>Business Plan</b> <i>Rating Sheets: page 89</i>	PDF must be uploaded	30	<p>An effective business plan should include the following information: <i>Executive Summary</i> provides a brief synopsis of the key points and strengths included in the plan.</p> <ul style="list-style-type: none"> <li>• <u>Company Description</u> includes basic details of the business, including an overview, location, legal structure, and organization.</li> <li>• <u>Industry Analysis</u> provides an analysis of the larger industry in which the business will belong; analyzes key trends and players in the industry; demonstrates an understanding and awareness of external business decisions.</li> <li>• <u>Target Market</u> provides a brief overview of the nature and accessibility of the targeted audience.</li> <li>• <u>Competitive Analysis</u> includes an honest and complete analysis of the business' competition and demonstrates an understanding of the business' relative strengths and weaknesses.</li> <li>• <u>Marketing Plan and Sales Strategy</u> demonstrates how the business' product or service will be marketed and sold; includes both strategic and tactical elements of the marketing and sales approach.</li> <li>• <u>Operations</u> provides an overview of business operations on a day-to-day basis, including production processes, physical facility reviews, use of technology, and processes followed to ensure delivery of products or services.</li> <li>• <u>Management and Organization</u> describes the key participants in the new business venture and identifies human resources the business can draw upon as part of the management team, employee pool, consultants, directors, or advisers. It also portrays the role each will play in the business' development, and discusses compensation and incentives.</li> <li>• <u>Long-Term Development</u> gives a clear vision of where the business will be in three (3), five (5), or more years. It offers an honest and complete evaluation of the business' potential for success and failure and identifies priorities for directing future business activities.</li> <li>• <u>Financials</u> indicate the accounting methodology to be used by the business. Discuss any assumptions made in projecting future financial results. Present projections honestly and conservatively.</li> <li>• <u>Appendix</u> includes copies of key supporting documents (e.g., certifications, licenses, tax requirements, codes, letters of intent or advance contract, endorsements, etc.).</li> <li>• Note: Business must not have been in operation more than 12 months.</li> </ul>
<b>Community Service Project</b> <i>Rating Sheets: page 93</i>	PDF must be uploaded	15	<p>Reports must describe one (1) chapter project that serves the community. The project must be in the interest of the community and designed for chapter participation. Include:</p> <ul style="list-style-type: none"> <li>• description of the project</li> <li>• chapter member involvement</li> <li>• degree of impact on the community</li> <li>• evidence of publicity received</li> <li>• project evaluation</li> </ul>
<b>Local Chapter Annual Business Report</b> <i>Rating Sheet: page 118</i>	PDF must be uploaded  Only prejudged	15	<ul style="list-style-type: none"> <li>• Report must not exceed fifteen (15) pages.</li> <li>• Divider pages and appendices are optional and must be included in the page count.</li> <li>• Report should include the chapter's program of work.</li> <li>• Report describes activities of the chapter that were conducted between the start of the previous State Leadership Conference and the current State Leadership Conference.</li> </ul>



Event Name	Submission by 2 <sup>nd</sup> Friday in May	# of Pages	Specific Guidelines
<b>Partnership with Business Project</b> <i>Rating Sheets: page 126</i>	PDF must be uploaded	15	Demonstrate the development and implementation of an innovative, creative, and effective partnership plan.  Include: <ul style="list-style-type: none"> <li>• description of the partnership goals and planning activities</li> <li>• roles of business leaders and chapter members in developing and implementing the partnership</li> <li>• results, concepts learned, and impact of the project</li> <li>• provide degree of involvement (hours spent, personal contact, executives and department heads contacted)</li> <li>• examples of publicity and recognition received as a result of the partnership</li> </ul>

### Report Guidelines

- Competitors must prepare reports. Advisers and others are not permitted to write reports.
- The state chair/adviser must upload a PDF of the report by 11:59 p.m. Eastern Time on the second Friday in May.
- Front cover is not counted against page limit.
- American Enterprise Project, Community Service, Local Chapter Annual Business Report, and Partnership with Business Project should include the name of school, state, name of the event, and year (20XX–XX). Business Financial Plan and Business Plan should also include the names of participants.
- Divider pages and appendices are optional and must be included in the page count.
- Reports must include a table of contents and page numbers.
- Pages must be numbered and formatted to fit on 8½" x 11" paper.
- Chapter reports start from previous State Leadership Conference to current State Leadership Conference.
- Follow the rating sheet sequence when writing the report.
- If information is not available for the particular criterion, include a statement to that effect in your report.
- Points will be deducted if the written project doesn't adhere to the guidelines.
- Project content is prejudged before the NLC. The presentation of the project is judged at the NLC.
- Prejudged materials, visual aids, and samples related to the project may be used during the presentation; however, no items may be left with the judges or audience.
- The report scores will be used to break a tie.
- Reports must be original, current, and not submitted for a previous NLC.
- Reports submitted for competition become the property of FBLA-PBL, Inc. These reports may be used for publication and/or reproduced for sale by the national association.

### Performance Guidelines

- Visual aids related to the project may be used; however, no items may be left with the judges or audience.
- Final performances may be open to conference attendees, space permitting. Finalists may not view other competitors' performances in their event.

### Technology Guidelines

- Internet access will not be provided.
- Five (5) minutes will be allowed to set up and remove equipment or presentation items.
- See page 53 for additional guidelines.

### Penalty Points Deducted by Judges

- Five (5) points are deducted if competitors do not follow the dress code.
- Five (5) points may be deducted for presentations over the allotted time.
- Five (5) points may be deducted for not following guidelines.

### Performance Competencies

- See page 53.



## PREJUDGED PROJECTS AND PRESENTATION EVENTS

### Overview

These events consist of two (2) parts: a prejudged project and a presentation. Competitors are required to complete both parts for award eligibility.

### Eligibility

Each state may submit four (4) individuals or teams for these events. Competitors must have paid FBLA national and state dues by 11:59 p.m. Eastern Time on March 1 of the current school year.

### NLC Registration

Participants must be registered for the NLC and pay the national conference registration fee in order to participate in competitive events.

### Finals

A maximum of fifteen (15) finalists, or an equal number from each group in the preliminary round, will advance to the final round.

Event	Equipment Setup Time	Prep Time	Performance Time	Time Warning	Time Up	Penalty Over Time (5 pts)	Q&A (3 min.)
3-D Animation	5 min.	NA	7 min.	6 min.	7 min.	Yes	Yes
Computer Game & Simulation Programming	5 min.	NA	7 min.	6 min.	7 min.	Yes	Yes
Desktop Application Programming	5 min.	NA	7 min.	6 min.	7 min.	Yes	Yes
Digital Video Production	5 min.	NA	7 min.	6 min.	7 min.	Yes	Yes
E-business	5 min.	NA	7 min.	6 min.	7 min.	Yes	Yes
Mobile Application Development	5 min.	NA	7 min.	6 min.	7 min.	Yes	Yes
Website Design	5 min.	NA	7 min.	6 min.	7 min.	Yes	Yes

Event Name	Submission by 2 <sup>nd</sup> Friday in May (prejudged)	Specific Guidelines
<b>3-D Animation</b> <i>Rating Sheets: page 81</i>	Videos must be uploaded as a URL. Statement of Assurance	<ul style="list-style-type: none"> <li>The presentation is designed to be an explanation of equipment used, software used, the development process, an overview of how copyright laws were addressed, and challenges experienced during the process.</li> <li>Animated video should be no longer than three (3) minutes.</li> <li>The video should be shown to the judges.</li> </ul> <p><b>2016 NLC Topic</b></p> <ul style="list-style-type: none"> <li><i>You are an employee for the Code County School System and have been assigned to participate on the Marketing Team to promote the School System's dress code in the workplace for all employees including administrators, teachers, assistants, aides, etc. Your school system has struggled for the last 18 months to enforce the Code County School System's dress code. Your Marketing Team has been assigned the task of designing a promotional video clip using 3-D animation to stress the required dress code. Design a 3-D animated video clip keeping in mind the audience to be sure that the dress code will be followed throughout the rest of the school year. The focus of the clip should be following the dress code versus the actual code itself. Present the video clip to the panel of judges, your superintendent, and his/her administrators.</i></li> </ul>

Event Name	Submission by 2 <sup>nd</sup> Friday in May (prejudged)	Specific Guidelines
<b>Computer Game &amp; Simulation Programming</b> <i>Rating Sheets: page 95</i>	CD/DVD/USB (two (2) copies) Statement of Assurance	<ul style="list-style-type: none"> <li>• Choose a programming language or game/animation engine to create a standalone executable program that will display creativity, programming skill, and convey the message of the topic.</li> <li>• The program must run on Windows XP or a higher computer.</li> <li>• Data must be free of viruses/malware. Any entry with contaminated data will not be judged.</li> <li>• All data and programs should be contained in a master folder named STATE_SCHOOL where your state and school are listed in that folder name format. Outside of the master folder, create a shortcut to the executable file. If the program requires a runtime player, create a shortcut outside the master folder to launch the runtime player installer. The program must contain the following, at a minimum:               <ul style="list-style-type: none"> <li>• must be graphical in nature, not text based</li> <li>• an initial title page with the game title, user interface control instructions, and active buttons for Play and Quit</li> <li>• a quit command programmed to the escape key</li> </ul> </li> <li>• The program should be shown to the judges.</li> </ul> <p><b>2016 NLC Topic</b></p> <ul style="list-style-type: none"> <li>• <i>Create a computer game that includes the following features/capabilities:</i> <ul style="list-style-type: none"> <li>• <i>has at least three levels</i></li> <li>• <i>keeps score</i></li> <li>• <i>must run on a PC using Windows 7 or newer</i></li> <li>• <i>must be a standalone executable program</i></li> <li>• <i>virus and malware free</i></li> <li>• <i>must have some type of celebratory conclusion if the game is conquered. Must have some type of encouragement for those who cannot conquer the game. Can replay.</i></li> <li>• <i>at least two lives or chances</i></li> <li>• <i>game features should be compatible with a maximum ESRB rating of E10+</i></li> </ul> </li> </ul>
<b>Desktop Application Programming</b> <i>Rating Sheets: page 97</i>	CD/DVD/USB (two (2) copies) Statement of Assurance	<ul style="list-style-type: none"> <li>• Individual event.</li> <li>• The program must run on Windows XP or higher.</li> <li>• Solution must run standalone with no programming errors.</li> <li>• Data must be free of viruses/malware. Any entry with contaminated data will not be judged.</li> <li>• The program should be shown to the judges.</li> </ul> <p><b>2016 NLC Topic</b></p> <ul style="list-style-type: none"> <li>• <i>You have been hired by the national office of Future Business Leaders of America-Phi Beta Lambda.</i></li> <li>• <i>Create a program to keep current membership data, allowing the addition and change of records. Each record in the master file should contain the membership number, first name, last name, school, state, email, year joined, code for active/non-active, and amount owed.</i></li> <li>• <i>Create a report that will produce a list of members by state from the master file that has the member number, member name, year joined, grade in school, and amount owed. Include only the members owing a balance. The report footer should include the total number of non-active members, total number of active members, total number of members owing, and the amount owed. Have an option to view or print the report, allowing for 50 detail lines per page and at the end of the report, with the footer information described above.</i></li> <li>• <i>Create a report that lists all seniors and their email addresses, sorted by state. Have an option to view, print, or export to an .xls file.</i></li> <li>• <i>The design concepts of the master file, update program, membership report, and email report are left to the competitors. Usability and functionality should be the prime objectives.</i></li> </ul>



Event Name	Submission by 2 <sup>nd</sup> Friday in May (prejudged)	Specific Guidelines
<b>Digital Video Production</b> <i>Rating Sheets: page 99</i>	Videos must be uploaded as URL Statement of Assurance	<ul style="list-style-type: none"> <li>The production may use any method to capture or create moving images.</li> <li>The presentation should include sources used to research the topic; development and design process; use of different video techniques; a list of equipment and software used; and copyright information for pictures, music, or other items.</li> <li>The two (2) to four (4) minute video may be shown to the judges if desired.</li> </ul> <p><b>2016 NLC Topic</b></p> <ul style="list-style-type: none"> <li><i>Using a popular cover song as a starting point, create a parody music video that will promote FBLA. It should incorporate music, acting, singing, and multiple production elements.</i></li> </ul>
<b>E-business</b> <i>Rating Sheets: page 101</i>	URL Statement of Assurance	<ul style="list-style-type: none"> <li>Websites must be available for viewing on the Internet at the time of judging.</li> <li>No changes may be made to the website after the official entry date.</li> <li>Sites should be designed to allow for viewing on as many different platforms as possible.</li> <li>If using a shopping cart, it does not need to be activated.</li> <li>Explanations should include development and design process, use and implementation of innovative technology, and use and development of media elements.</li> <li>The website should be shown to the judges.</li> </ul> <p><b>2016 NLC Topic</b></p> <ul style="list-style-type: none"> <li><i>Create a website for a banquet hall (to be used for wedding receptions, engagement parties, and any type of celebrations or business presentation meetings). Develop a company identity including a name and logo that has a cohesive design structure to be used throughout the website. The site should have elements typical of a banquet hall, including but not limited to:</i> <ul style="list-style-type: none"> <li><i>interactive calendar with availability</i></li> <li><i>interactive photo gallery</i></li> <li><i>interactive contact information page</i></li> <li><i>ability to reserve date online and pay deposit</i></li> <li><i>ability to order and pay for two different features</i></li> <li><i>ability to request digital sales kit</i></li> </ul> </li> </ul>
<b>Mobile Application Development</b> <i>Rating Sheets: page 122</i>	CD/DVD/USB (two (2) copies) Statement of Assurance	<ul style="list-style-type: none"> <li>The following platforms may be used to develop the project: Google's Android, Apple iOS, or Microsoft Windows Phone.</li> <li>Project submissions must include the source code and screen shots of the GUI in PDF format.</li> <li>The solution must run standalone with no programming errors.</li> <li>Applications may deploy from a smartphone, tablet, or both, but must be smartphone deployable.</li> <li>Applications do not need to be available for download from a digital-distribution multimedia-content service.</li> <li>The app should be shown to the judges.</li> </ul> <p><b>2016 NLC Topic</b></p> <ul style="list-style-type: none"> <li><i>An app is to be created that allows FBLA members to interact and share their opinions on style, fashion, and attire.</i></li> <li><i>Users can snap a picture with their phone. They can share what they want to know—things like (a) Is this outfit stylish?, (b) Is this outfit professional?, (c) Is this outfit within the FBLA-PBL dress code?, (d) What should I change to make this outfit better?, and other important details.</i></li> <li><i>It should allow users to post outfits and interact with anyone else who has posted outfits.</i></li> </ul>





Event Name	Submission by 2 <sup>nd</sup> Friday in May (prejudged)	Specific Guidelines
<b>Website Design</b> <i>Rating Sheets: page 135</i>	URL Statement of Assurance	<ul style="list-style-type: none"> <li>• The website must be available for viewing on the Internet at the time of judging. No changes can be made to the website after the official entry date.</li> <li>• Websites should be designed to allow for viewing on as many different platforms as possible.</li> <li>• Explanations should include the development and design process, the use and implementation of innovative technology, and the use and development of media elements.</li> <li>• The website should be shown to the judges.</li> </ul> <p><b>2016 NLC Topic</b></p> <ul style="list-style-type: none"> <li>• <i>You have been hired by a new restaurant owner who is offering both a bakery and restaurant for gluten-free products. Being gluten- and wheat-free is considered the norm in today's society. The owner, who is gluten-free, decided to get funding to open a business. The entrepreneur specializes in making baked goods from breads to muffins and pastries, as well as simple lunch or dinner menu items for the casual diner who is gluten- and/or wheat-free. The owner has hired one of the top pastry and restaurant chefs in the area with experience in gluten- and wheat-free foods. Develop a company identity including a name and logo that has a cohesive design structure to be used throughout the website. The site should have elements typical of a restaurant, including but not limited to:</i> <ul style="list-style-type: none"> <li>• <i>Menus</i></li> <li>• <i>Contact Information and Hours of Operation</i></li> <li>• <i>Make a Reservation Online</i></li> <li>• <i>About Us</i></li> <li>• <i>Preferred Customer Loyalty Program</i></li> <li>• <i>Reviews</i></li> </ul> </li> </ul>

### Project Guidelines

- Competitors must prepare projects. Advisers and others are not permitted to help.
- The state chair/adviser must submit URLs by 11:59 p.m. Eastern Time on the second Friday in May.
- All physical media must be received at the FBLA-PBL National Center by 11:59 p.m. Eastern Time on the second Friday in May.
- Competitors are expected to follow all applicable copyright laws. Refer to the Format Guide for copyright guidelines.
- Projects must be clearly labeled with the name of the event, state, participants' name(s), and school.
- Project content is prejudged before the NLC. The presentation of a project is judged at the NLC.
- Competitors are responsible for bringing a copy of their project to show the judges.
- Any photographs, texts, trademarks, or names used on the site must be supported by proper documentation and approvals indicated on the site.
- When applicable, the use of templates must be identified.
- Projects submitted for competition become the property of FBLA-PBL, Inc. These projects may be used for publication and/or reproduced for sale by the national association.

### Performance Guidelines

- Presentation of the entry must be conducted by competitors who authored the event.
- Visual aids related to the project may be used; however, no items may be left with the judges or audience.
- Final performances may be open to conference attendees, space permitting. Finalists may not view other competitors' performances in their event.

### Technology Guidelines

- Five (5) minutes will be allowed to set up and remove equipment or presentation items.
- See page 53 for additional guidelines.

### Penalty Points Deducted by Judges

- Five (5) points are deducted if competitors do not follow the dress code.
- Five (5) points may be deducted for presentations over the allotted time.
- Five (5) points may be deducted for not following guidelines.

### Performance Competencies

- See page 53.



## INTERVIEW EVENTS

### Overview

These events consist of multiple components, including material submission prior to the conference, a preliminary interview, and a final interview. The Future Business Leader event also includes an objective test.

### Eligibility

Each state may submit four (4) individuals for these events. Competitors must have paid FBLA national and state dues by 11:59 p.m. Eastern Time on March 1 of the current school year.

### NLC Registration

Participants must be registered for the NLC and pay the national conference registration fee in order to participate in competitive events.

### Finals

A maximum of fifteen (15) finalists, or an equal number from each group in the preliminary round, will advance to the final round.

Event Name	Submission by 2 <sup>nd</sup> Friday in May (prejudged)	Time	Specific Guidelines
<b>Future Business Leader</b> <i>Rating Sheets: page 106</i>	<ul style="list-style-type: none"> <li>Upload one-page cover letter and résumé</li> <li>Cover letter addressed to: Ms. Jean Buckley President and CEO, FBLA-PBL, Inc., 1912 Association Drive Reston, VA 20191</li> </ul>	<b>Preliminary</b> 10 min.  <b>Final</b> 15 min.	<ul style="list-style-type: none"> <li><b>Objective Test:</b> 60 minutes. Must take on first day of NLC. Test score is added into the preliminary interview rating sheet. <u>Competencies:</u> FBLA organization, bylaws, and handbook   national competitive event guidelines   national publications   creed and national goals   business knowledge, i.e., accounting, banking, law, etc.</li> <li><b>Cover Letter:</b> The letter should state reasons for deserving the honor of this award.</li> <li><b>Résumé:</b> List your FBLA activities and involvement.</li> </ul>
<b>Job Interview</b> <i>Rating Sheets: page 115</i>	<ul style="list-style-type: none"> <li>Upload one-page cover letter, résumé Address to: Dr. Terry E. Johnson Director of Human Resources Merit Corporation, 1640 Franklin Place, Washington, D.C. 20041</li> </ul>	<b>Preliminary</b> 10 min.  <b>Final</b> 15 min.	<ul style="list-style-type: none"> <li><b>Cover Letter:</b> Each competitor must apply for a business or business-related job at Merit Corporation (a fictitious company) in Washington, D.C. Company benefits include paid holidays and vacation, sick leave, a retirement plan, and health insurance. Salary will be commensurate with experience and education. Merit Corporation is an equal opportunity employer.</li> <li>The job must be one for which the competitor is now qualified or he/she will be qualified for at the completion of the current school year. It may be a part-time, internship, or full-time job.</li> <li><b>Résumé:</b> Highlight your work/volunteer experience.</li> </ul>

### Interview Guidelines

- Competitors must bring one (1) hard copy of résumé and cover letter in a folder to each round of interviews onsite.
- Label folders with the event title, competitor's name, state, and school. Include the competitor's name on all pages submitted.
- Résumés should be brief, not exceeding two (2) pages. Photographs are not allowed.
- Competitors will be scheduled for a ten (10) minute preliminary interview.
- Finalists will be scheduled for a fifteen (15) minute interview.
- Preliminary and final interviews are not open to conference attendees.
- Objective test scores will be used to break a tie in the final round.

### Prejudged Materials

- Cover letters and résumés will be prejudged for maximum of 50 points to be added to the preliminary interview score.

### Penalty Points Deducted by Judges

- Five (5) points will be deducted from the score if competitors do not submit materials by the deadline.
- Five (5) points are deducted if competitors do not follow the dress code.
- Five (5) points may be deducted for not following guidelines.

### Performance Competencies

- See page 53



## SPEECH EVENTS

### Overview

These events consist of a business speech based on FBLA-PBL goals.

### Eligibility

Each state may submit four (4) individuals for these events. Competitors must have paid FBLA national and state dues by 11:59 p.m. Eastern Time on March 1 of the current school year.

### NLC Registration

Participants must be registered for the NLC and pay the national conference registration fee in order to participate in competitive events.

### Finals

A maximum of fifteen (15) finalists, or an equal number from each group in the preliminary round, will advance to the final round.

Event	Equipment Setup Time	Prep Time	Performance Time	Warning Time	Time Up	Penalty Over Time	Q&A
<b>Impromptu Speaking</b>	NA	10 min.	4 min.	3 min.	4 min.	Yes	No
<b>Public Speaking I</b>	NA	NA	4 min.	3 min.	4 min.	Yes	No
<b>Public Speaking II</b>	NA	NA	5 min.	4 min.	5 min.	Yes	No

Event Name	Specific Guidelines
<b>Impromptu Speaking</b> <i>Rating Sheet: page 113</i>	<ul style="list-style-type: none"> <li>Two (2) 4" x 6" note cards will be provided to each competitor and may be used during event preparation and performance. Information may be written on both sides of the note cards.</li> <li>The cards will be collected following the presentation.</li> <li>No other reference materials such as visual aids or electronic devices may be brought to or used during the event preparation or presentation.</li> <li>Topics must relate to one (1) or more of the FBLA-PBL goals.</li> </ul>
<b>Public Speaking I</b> <i>9th &amp; 10th grade only</i> <i>Rating Sheet: page 129</i>	<ul style="list-style-type: none"> <li>The speech must be of a business nature and must be developed from one or more of the FBLA-PBL goals.</li> <li>When delivering the speech, competitors may use notes prepared before the event.</li> <li>No other reference materials such as visual aids or electronic devices may be brought to or used during the event preparation or presentation.</li> </ul>
<b>Public Speaking II</b> <i>Rating Sheet: page 130</i>	<ul style="list-style-type: none"> <li>The speech must be of a business nature and must be developed from one or more of the FBLA-PBL goals.</li> <li>When delivering the speech, competitors may use notes prepared before the event.</li> <li>No other reference materials such as visual aids or electronic devices may be brought to or used during the event preparation or presentation.</li> </ul>

### FBLA-PBL Goals

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

### Performance Guidelines

- Competitors must prepare speeches. Advisers and others are not permitted to help.
- Handouts are not allowed.

### Penalty Points Deducted by Judges

- Penalty points will be given if the speech is 30 seconds under or over the allocated time.
- Five (5) points may be deducted for not following guidelines.

### Performance Competencies

- See page 53.



## PRESENTATION EVENTS WITH EQUIPMENT

### Overview

These events include a presentation. Review specific guidelines for each event as guidelines vary.

### Eligibility

Each state may submit four (4) entries for these events. Competitors must have paid FBLA national and state dues by 11:59 p.m. Eastern Time on March 1 of the current school year.

### NLC Registration

Participants must be registered for the NLC and pay the national conference registration fee in order to participate in competitive events.

### Finals

A maximum of fifteen (15) finalists, or an equal number from each group in the preliminary round, will advance to the final round.

Event	Equipment Setup Time	Prep Time	Performance Time	Warning Time	Time Up	Penalty Over Time (5 pts)	Q&A (3 min.)
		NA	7 min.	6 min.	7 min.	Yes	Yes
<b>Electronic Career Portfolio</b>	5 min.	NA	7 min.	6 min.	7 min.	Yes	Yes
<b>Graphic Design</b>	5 min.	NA	7 min.	6 min.	7 min.	Yes	Yes
<b>Introduction to Business Presentation</b>	5 min.	NA	7 min.	6 min.	7 min.	Yes	Yes
<b>Public Service Announcement</b>	5 min.	NA	5 min.	4 min.	5 min.	Yes	Yes
<b>Publication Design</b>	5 min.	NA	7 min.	6 min.	7 min.	Yes	Yes
<b>Sales Presentation</b>	5 min.	NA	7 min.	6 min.	7 min.	Yes	Yes
<b>Social Media Campaign</b>	5 min.	NA	7 min.	6 min.	7 min.	Yes	Yes

Event Name	Event Type	Specific Guidelines
<b>Electronic Career Portfolio</b> <i>Rating Sheet: page 103</i>	Individual	<ul style="list-style-type: none"> <li>The event is to be specific to the career goals and professional experiences that the student has completed; it is not a showcase of FBLA experiences.</li> <li>All information should reflect the student's accomplishments and experiences that have actually occurred.</li> <li>The portfolio must include: a résumé and a career summary. The career summary should include career choice, description of career, skills and education required, and future job outlook (e.g., monetary, advancement).</li> <li>Sample materials also must be included in the portfolio. These samples must include, but are not limited to, the following:               <ul style="list-style-type: none"> <li><b>Career-Related Education:</b> Describe career-related education that enhances employability. Include a summary of school activities, career research projects, application of business education, and/or related occupational skills and their relationship to job.</li> <li><b>Educational Enhancement:</b> Describe educational opportunities that enhance employability. Include career opportunities development planning, summaries of job shadowing, internships, apprenticeships, informational interviews, community service projects, and products developed during these experiences.</li> <li><b>Examples of Special Skills:</b> Includes up to five (5) examples of special skills, talents, and/or abilities related to job and career goals. These may be in any format but must fit within the dimensions of the portfolio. Audio and/or video recordings may be included in the portfolio.</li> </ul> </li> </ul>

Event Name	Event Type	Specific Guidelines
<b>Graphic Design</b> <i>Rating Sheet: page 110</i>	Individual or Team	<ul style="list-style-type: none"> <li>• Emphasize graphic interpretation of the topic and design.</li> <li>• Do not use any words, diagrams, clip art, and/or artwork that are not public domain.</li> <li>• The logo must be saved in JPEG, GIF, or EPS format. Graphics should be computer generated.</li> </ul> <p><b>2016 NLC Topic</b></p> <ul style="list-style-type: none"> <li>• <i>Create a digital sales kit for a banquet hall (to be used for wedding receptions, engagement parties, and any type of celebrations or business presentation meetings). Develop a company identity including a name and logo that has a cohesive design structure to be used throughout the digital sales kit. All files should be shown in the presentation. The kit should include:</i> <ul style="list-style-type: none"> <li>• <i>floor plans</i></li> <li>• <i>catering menus</i></li> <li>• <i>special packages with upscale features</i></li> <li>• <i>special services such as linens, decorations, china, seating, etc.</i></li> </ul> </li> </ul>
<b>Introduction to Business Presentation</b> <i>9th &amp; 10th grades only</i> <i>Rating Sheet: page 114</i>	Individual or Team	<ul style="list-style-type: none"> <li>• Use a presentation software program as an aid in delivering a business presentation.</li> <li>• Visual aids and samples specifically related to the project may be used in the presentation; however, no items may be left with the judges or audience.</li> <li>• Comply with state and federal copyright laws.</li> </ul> <p><b>2016 NLC Topic</b></p> <ul style="list-style-type: none"> <li>• <i>You have just taken first place in Introduction to Business Presentation at your FBLA State Leadership Conference, and you are now faced with the need to raise over \$2,000 per person on your team to attend the FBLA National Leadership Conference in Atlanta. Prepare a seven-minute presentation that can be used in front of a variety of potential sponsors that may include community service groups, local small businesses, the school board, etc.</i></li> </ul>
<b>Public Service Announcement</b> <i>Rating Sheet: page 128</i>	Individual or Team	<ul style="list-style-type: none"> <li>• Research and form an objective on the topic provided.</li> <li>• Create a 30-second video on the topic.</li> <li>• The video production may use any method to capture or create moving images.</li> <li>• The PSA video must be shown to the judges.</li> <li>• The presentation should include the team's objective toward the topic; major findings from the topic research; the script writing process; use of different video techniques; a list of equipment and software used; and copyright issues with pictures, music, or other items.</li> <li>• Competitors must bring their own script copy if they want to refer to it during the presentation.</li> </ul> <p><b>2016 NLC Topic</b></p> <ul style="list-style-type: none"> <li>• <i>In light of current events with professional sports teams, franchises, and professional sports players, the image of these companies has been tarnished. Produce a PSA demonstrating the positive impact of sports.</i></li> </ul>



Event Name	Event Type	Specific Guidelines
<b>Publication Design</b> <i>Rating Sheet: page 131</i>	Individual or Team	<ul style="list-style-type: none"> <li>The event is to highlight print publications.</li> <li>Visual aids and samples specifically related to the project may be used in the presentation; however, no items may be left with the judges or audience.</li> <li>Competitors may bring copies of printed materials designed for presentation.</li> <li>Comply with state and federal copyright laws.</li> <li>The presentation should include the team's objective toward the topic; the script writing process; use of different video techniques; a list of equipment and software used; and copyright issues with pictures, music, or other items.</li> </ul> <p><b>2016 NLC Topic</b></p> <ul style="list-style-type: none"> <li><i>You have been hired by a new restaurant owner who is offering both a bakery and restaurant for gluten-free products. Being gluten- and wheat-free is considered the norm in today's society. The owner, who is gluten-free, decided to get funding to open a business. The entrepreneur specializes in making baked goods from breads to muffins and pastries, as well as simple lunch or dinner menu items for the casual diner who is gluten- and/or wheat-free. The owner has hired one of the top pastry and restaurant chefs in the area with experience in gluten- and wheat-free foods. To attract new customers and let people know about the restaurant, the owner has asked you to develop a series of print items suitable for a new bakery and restaurant marketing campaign. This will include the design of a brochure, 1/4 page newspaper ad, magazine coupon, and campaign poster not to exceed 18" x 24".</i></li> </ul> <p><i>Before you begin, design a logo for the company. This logo should communicate the company name, incorporate graphic elements, and include a tagline/slogan that you create. The logo should be used on all promotional items. The marketing campaign should be cohesive. Create contact information including a URL.</i></p>
<b>Sales Presentation</b> <i>Rating Sheet: page 132</i>	Individual	<ul style="list-style-type: none"> <li>The individual shall provide the necessary materials and merchandise for the demonstration along with the product.</li> <li>Each participant's demonstration must be the result of his/her own efforts. Facts and working data may be secured from any source.</li> <li>Student members, not advisers, must prepare the demonstration.</li> <li>Visual aids and samples related to the presentation may be used in the presentation; however, no items may be left with the judges or audience.</li> <li>When delivering the demonstration, the participant may use notes, note cards, and props. All materials must be removed at the end of the performance.</li> </ul>
<b>Social Media Campaign</b> <i>Rating Sheet: page 133</i>	Individual or Team	<ul style="list-style-type: none"> <li>Effectively address a recruitment opportunity and a strategic approach to targeting prospective members, as well as engaging existing members.</li> <li>Topic is addressed effectively and is appropriate for the audience.</li> <li>Campaign has high level of engagement and interactivity: Likes, shares, retweets, RSVPs, etc.</li> <li>Demonstrates knowledge of social media marketing beyond community management, including but not limited to: developing unique content, effectively utilizing existing content, optimizing content for search, and distributing content across as many platforms as possible within a limited budget.</li> <li>Describe any applicable insight/research methodology as to why you have chosen specific platforms, messaging, content, engagement and outreach strategies.</li> <li>Overall campaign—images, videos, copywriting, graphic designs (if applicable)—is creative and appealing.</li> <li>Final product indicates a clear thought process, a well-formulated campaign, and execution of a firm idea.</li> <li>Effectively communicate required information and drive the campaign toward a clear call-to-action.</li> <li>Comply with state and federal copyright laws.</li> </ul> <p><b>2016 NLC Topic</b></p> <ul style="list-style-type: none"> <li><i>Create a social media campaign to market your new business: a banquet hall to be used for wedding receptions, engagement parties, and any type of celebrations or business presentation meetings. You must use at least three sources of social media (e.g., Twitter, Facebook, Instagram, Pinterest, etc.).</i></li> </ul>

### **Project Guidelines**

- Competitors must prepare projects. Advisers and others are not permitted to help.
- Competitors are expected to follow all applicable copyright laws. Refer to the Format Guide for copyright guidelines.
- Competitors are responsible for bringing a copy of their project to show to the judges.

### **Performance Guidelines**

- Presentation of the entry must be conducted by competitors who authored the event.
- Visual aids related to the project may be used during the presentation; however, no items may be left with the judges or audience.
- Final performances may be open to conference attendees, space permitting. Finalists may not view other competitors' performances in their event.

### **Technology Guidelines**

- See page 53.

### **Penalty Points Deducted by Judges**

- Five (5) points are deducted if competitors do not follow the dress code.
- Five (5) points may be deducted for presentations over the allotted time.
- Five (5) points may be deducted for not following guidelines.

### **Performance Competencies**

- See page 53.





## PRESENTATION EVENTS WITHOUT EQUIPMENT

### Overview

These events include a presentation or role play. Review specific guidelines for each event.

### Eligibility

Each state may submit four (4) entries for these events. Competitors must have paid FBLA national and state dues by 11:59 p.m. Eastern Time on March 1 of the current school year.

### NLC Registration

Participants must be registered for the NLC and pay the national conference registration fee in order to participate in competitive events.

### Finals

A maximum of fifteen (15) finalists, or an equal number from each group in the preliminary round, will advance to the final round.

Event	Equipment Setup Time	Prep Time	Performance Time	Warning Time	Time Up	Penalty Over Time (5 pts)	Q&A (3 min.)
Business Ethics	NA	NA	7 min.	6 min.	7 min.	Yes	Yes
Client Service	NA	10 min.	5 min.	4 min.	5 min.	No	No
Emerging Business Issues	NA	NA	7 min.	6 min.	7 min.	Yes	Yes

Event Name	Event Type	Specific Guidelines
<b>Business Ethics</b> <i>Rating Sheet: page 86</i>	Team of two (2) to three (3)	<ul style="list-style-type: none"> <li>Competitors must research the topic prior to conference and be prepared to present their findings and solutions.</li> <li>Facts and data must be cited and secured from quality sources (peer review documents, legal documents, etc.).</li> <li>Teams are permitted to bring prepared notes.</li> <li>Books, other bound materials, and equipment are prohibited.</li> </ul> <p><b>2016 NLC Topic</b></p> <ul style="list-style-type: none"> <li>Research an ethical topic related to animal testing on products for safety and human use of those products.</li> </ul>
<b>Client Service</b> <i>Rating Sheet: page 92</i>	Individual	<ul style="list-style-type: none"> <li>This role play event requires the competitor to provide customer service to a client (judges).</li> <li>Two (2) 4" x 6" note cards will be provided for each competitor and may be used during the preparation and performance of the case.</li> <li>Information may be written on both sides of the note cards.</li> <li>Note cards will be collected following the presentation.</li> <li>No other reference materials, visual aids, or electronic devices may be brought in or used during the preparation of the performance.</li> </ul>
<b>Emerging Business Issues</b> <i>Rating Sheet: page 104</i>	Team of two (2) to three (3)	<ul style="list-style-type: none"> <li>Participants will be expected to research the topic prior to the conference and be prepared to present both the affirmative and negative arguments.</li> <li>Teams will be permitted to bring prepared notes of any type for the presentation.</li> <li>Teams will have seven (7) minutes to present both sides.</li> <li>No reference materials, visual aids, or electronic devices may be brought to or used during the preparation or performance.</li> <li>Teams should introduce themselves, describe the situation, present both affirmative and negative and make their recommendations, and summarize their case.</li> </ul> <p><b>2016 NLC Topic</b></p> <ul style="list-style-type: none"> <li>In the last several years, the entertainment industry has undergone a substantial number of changes. In the original days of television, there was nothing more than antenna. This was followed by cable, satellite, digital cable, digital antennas, and now, online streaming. Unlocked and jailbroken devices have become increasingly available and popular. It is your responsibility to research the following:             <ul style="list-style-type: none"> <li>legal implications of unlocked or jailbroken devices</li> <li>ethical implications of unlocked or jailbroken devices</li> <li>potential penalties for using unlocked or jailbroken devices</li> <li>availability of software/hardware/services to unlock or jailbreak a device</li> </ul> </li> </ul> <p>Competitors should be ready to argue both the pro (there is nothing wrong with using unlocked or jailbroken devices) and the con (legally and ethically, unlocked or jailbroken devices are wrong) and present the arguments for both sides of the scenario to a panel of judges. Competitors should be ready to answer questions.</p>



### **Performance Guidelines**

- Presentation of the entry must be conducted by competitors who authored the event.
- Client Service final performances are not open to conference attendees.
- Business Ethics and Emerging Business Issues final performances may be open to conference attendees, space permitting. Finalists may not view other competitors' performances in their event.

### **Penalty Points Deducted by Judges**

- Five (5) points are deducted if competitors do not follow the dress code.
- Five (5) points may be deducted for not following guidelines.

### **Performance Competencies**

- See page 53.



## LIFESMARTS

### Overview

This online event challenges students to integrate multiple areas of business knowledge and skills, using critical-thinking skills and teamwork during competition. Student teams will compete online during the fall and spring competitions.

### Eligibility

School teams of two (2), from active, local chapters may participate in both the fall and spring online LifeSmarts Competitions. A team member cannot be on more than one (1) team. Teams may compete in both the fall and spring competitions, and more than one (1) team may compete per chapter. Team members cannot be changed once a team has registered. Members are unable to participate in any other event if they have qualified and plan on participating in the final round at the NLC. Competitors must have paid FBLA national and state dues by 11:59 p.m. Eastern Time on March 1 of the current school year.

### NLC Registration

Participants must be registered for the NLC and pay the national conference registration fee in order to participate in competitive events.

### Finals

The top twelve (12) nationally ranked teams from each FBLA LifeSmarts Competition—but no more than one per state, per challenge—will advance to the final round.

Event Name	Event Type	Dates	LifeSmarts Team Guidelines
LifeSmarts	Team	<p><b>Fall Competition</b> October 19, 2015– November 13, 2015</p> <p><b>Spring Competition</b> February 1, 2016– February 26, 2016</p>	<p><b>Register Online</b></p> <ul style="list-style-type: none"> <li>• Compete individually, with both team members completing a 60-question quiz across all LifeSmarts topic areas.</li> <li>• Demonstrate leadership by completing a team personal finance assessment.</li> <li>• Complete a team consumer assessment.</li> <li>• Receive a cumulative score after completing all activities.</li> <li>• Be ranked against other participating FBLA teams.</li> <li>• Registration link on <a href="http://FBLA-PBL.org">FBLA-PBL.org</a> when competition opens a week before starting date.</li> </ul>

### Performance

- The top twelve (12) nationally-ranked teams from each FBLA LifeSmarts Competition—both fall and spring but no more than one (1) per state, per challenge—are eligible to compete at NLC. These twenty-four (24) teams are determined by the standings in the fall and spring FBLA LifeSmarts Competition, which is administered via the Internet during the school year.

At NLC teams will compete four times:

- Two (2) buzzer matches
- One (1) team activity
- One (1) individual assessment per team member
- The top six (6) teams advance to the semifinals, and the two (2) semifinal winners compete in the championship. Scores are cumulative.



## VIRTUAL BUSINESS MANAGEMENT CHALLENGE

### Overview

This online event is based on the all new, completely web-based Virtual Business – Management 3.0 simulation where FBLA students test their skills at managing a bike manufacturing business individually or as a team. The simulation is easier to use and no software downloads are required. The VBC has two (2) challenges during the year (fall and spring), and each challenge focuses on different business concepts.

### Eligibility

Individual members or a team of two (2) or three (3) members from active, local chapters may participate in both the fall and spring online VBC. A team member cannot be on more than one (1) team at a time. Team members cannot be changed once a team has registered. Members are unable to participate in any other event if they have qualified and plan on participating in the final round at the NLC. Competitors must have paid FBLA national and state dues by 11:59 p.m. Eastern Time on March 1 of the current school year.

### NLC Registration

Participants must be registered for the NLC and pay the national conference registration fee in order to participate in competitive events.

### Perform

The top eight (8) nationally ranked teams from each VBC, but no more than one (1) per state, per challenge, are eligible to compete at the NLC.

**Note:** The FBLA VBC is an official event brought to FBLA chapters through a partnership with Knowledge Matters.

Event Name	Event Type	Dates	VBC Guidelines
<b>Virtual Business Management Challenge</b>	Team or Individual	<p><b>Fall Competition</b> October 19, 2015– November 13, 2015</p> <p><b>Spring Competition</b> February 1, 2016– February 26, 2016</p>	<p>Participation in this event crosses the curriculum areas of Introduction to Business, Information Technology, and Management. The students will manage a simulated business. During the challenge, FBLA members are required to:</p> <ul style="list-style-type: none"> <li>• register an individual or team up to three (3) individuals</li> <li>• run the simulation</li> <li>• submit scores</li> <li>• compete and be ranked against other participating FBLA teams</li> </ul> <p>Registration link on <a href="http://FBLA-PBL.org">FBLA-PBL.org</a> when game opens a week before starting date.</p>

### Preliminary Performance

- The top eight (8) nationally ranked teams from each VBC—both fall and spring but no more than one (1) per state, per challenge—are eligible to compete at the NLC. These sixteen (16) teams are determined by the standings in the fall and spring VBC is administered via the Internet during the school year.
- At the NLC, qualifying teams for the preliminary round will participate in a round-robin event with each team participating in a minimum of two (2) 15–20 minute sessions. Bracket winners will be determined based on the highest cumulative profit.

### Final Performance

- For the final round, four (4) teams will compete in a 15–20 minute session. The national winner will be determined based on the highest cumulative profit.



## 2016 NLC COMPETITIVE EVENT TOPICS

### 3-D ANIMATION

You are an employee for the Code County School System and have been assigned to participate on the Marketing Team to promote the School System's dress code in the workplace for all employees including administrators, teachers, assistants, aides, etc.

Your school system has struggled for the last 18 months to enforce the Code County School System's dress code. Your Marketing Team has been assigned the task of designing a promotional video clip using 3-D animation to stress the required dress code. Design a 3-D animated video clip keeping in mind the audience to be sure that the dress code will be followed throughout the rest of the school year. The focus of the clip should be following the dress code versus the actual code itself. Present the video clip to the panel of judges, your superintendent, and his/her administrators.

### BUSINESS ETHICS

Research an ethical topic related to animal testing on products for safety and human use of those products.

### BUSINESS FINANCIAL PLAN

You just recently graduated from your university with a degree in Health and Physical Fitness. You played two sports at your university and continue to remain healthy by working out and eating well. Your dream has been to open your own athletic club with high-end equipment, structured class exercise rooms, cardio exercise equipment, weight machines, and free weights. You want to offer 30- and 60-minute massages and personalized fitness plans. You will have locker rooms and operate 24 hours/7 days a week. There is an opportunity to grow and hire other employees who could be personal trainers working with you in the same school of philosophy.

You have thousands of dollars of debt and no disposable income because you have not been hired for your first job since graduating. You really want to open this athletic club. You are planning to open your own facility in a 15,000 square foot, stand-alone building. You will need equipment, inventory, software for schedules, and more to open your doors.

You did your research and you found a great opportunity to present your idea including a business financial plan to a major Angel Investor who may want to invest in your plan.

Prepare a well-written business financial plan following the parameters and FBLA Performance Indicators as assigned. You will need to submit your report and then give a seven-minute presentation to the Angel Investor (judges).

### COMPUTER GAME & SIMULATION PROGRAMMING

Create a computer game that includes the following features/capabilities:

- has at least three levels
- keeps score
- must run on a PC using Windows 7 or newer
- must be a standalone executable program
- virus and malware free
- must have some type of celebratory conclusion if the game is conquered. Must have some type of encouragement for those who cannot conquer the game. Can replay.
- at least two lives or chances
- game features should be compatible with a maximum ESRB rating of E10+.

### DESKTOP APPLICATION PROGRAMMING

You have been hired by the national office of Future Business Leaders of America-Phi Beta Lambda.

Create a program to keep current membership data, allowing the addition and change of records. Each record in the master file should contain the membership number, first name, last name, school, state, email, year joined, code for active/non-active, and amount owed.

Create a report that will produce a list of members by state from the master file that has the member number, member name, year joined, grade in school, and amount owed. Include only the members owing a balance. The report footer should include the total number of non-active members, total number of active members, total number of members owing, and the amount owed. Have an option to view or print the report, allowing for 50 detail lines per page and at the end of the report, with the footer information described above.

Create a report that lists all seniors and their email addresses, sorted by state. Have an option to view, print, or export to an .xls file.

The design concepts of the master file, update program, membership report, and email report are left to the competitors. Usability and functionality should be the prime objectives.

## 2016 NLC COMPETITIVE EVENT TOPICS

### DIGITAL VIDEO PRODUCTION

Using a popular cover song as a starting point, create a parody music video that will promote FBLA. It should incorporate music, acting, singing, and multiple production elements.

### E-BUSINESS

Create a website for a banquet hall (to be used for wedding receptions, engagement parties, and any type of celebrations or business presentation meetings). Develop a company identity including a name and logo that has a cohesive design structure to be used throughout the website. The site should have elements typical of a banquet hall, including but not limited to:

- interactive calendar with availability
- interactive photo gallery
- interactive contact information page
- ability to reserve date online and pay deposit
- ability to order and pay for two different features
- ability to request digital sales kit

### EMERGING BUSINESS ISSUES

In the last several years, the entertainment industry has undergone a substantial number of changes. In the original days of television, there was nothing more than an antenna. This was followed by cable, satellite, digital cable, digital antennas, and now, online streaming.

Unlocked and jailbroken devices have become increasingly available and popular. It is your responsibility to research the following:

- legal implications of unlocked or jailbroken devices
- ethical implications of unlocked or jailbroken devices
- potential penalties for using unlocked or jailbroken devices
- availability of software/hardware/services to unlock or jailbreak a device

Competitors should be ready to argue both the pro (there is nothing wrong with using unlocked or jailbroken devices) and the con (legally and ethically, unlocked or jailbroken devices are wrong) and present the arguments for both sides of the scenario to a panel of judges. Competitors should be ready to answer questions.

### GRAPHIC DESIGN

Create a digital sales kit for a banquet hall (to be used for wedding receptions, engagement parties, and any type of celebrations or business presentation meetings). Develop a company identity including a name and logo that has a cohesive design structure to be used throughout the digital sales kit. All files should be shown in the presentation. The kit should include:

- floor plans
- catering menus
- special packages with upscale features
- special services such as linens, decorations, china, seating, etc.

### INTRODUCTION TO BUSINESS PRESENTATION

You have just taken first place in Introduction to Business Presentation at your FBLA State Leadership Conference, and you are now faced with the need to raise over \$2,000 per person on your team to attend the FBLA National Leadership Conference in Atlanta. Prepare a seven-minute presentation that can be used in front of a variety of potential sponsors that may include community service groups, local small businesses, the school board, etc.

### MOBILE APPLICATION DEVELOPMENT

An app is to be created that allows FBLA members to interact and share their opinions on style, fashion, and attire.

Users can snap a picture with their phone. They can share what they want to know—things like (a) Is this outfit stylish?, (b) Is this outfit professional?, (c) Is this outfit within the FBLA-PBL dress code?, (d) What should I change to make this outfit better?, and other important details.

It should allow users to post outfits and interact with anyone else who has posted outfits.

### PUBLIC SERVICE ANNOUNCEMENT

In light of current events with professional sports teams, franchises, and professional sports players, the image of these companies has been tarnished. Produce a PSA demonstrating the positive impact of sports.



## 2016 NLC COMPETITIVE EVENT TOPICS

### **PUBLICATION DESIGN**

You have been hired by a new restaurant owner who is offering both a bakery and restaurant for gluten-free products. Being gluten- and wheat-free is considered the norm in today's society. The owner, who is gluten-free, decided to get funding to open a business. The entrepreneur specializes in making baked goods from breads to muffins and pastries, as well as simple lunch or dinner menu items for the casual diner who is gluten- and/or wheat-free. The owner has hired one of the top pastry and restaurant chefs in the area with experience in gluten- and wheat-free foods. To attract new customers and let people know about the restaurant, the owner has asked you to develop a series of print items suitable for a new bakery and restaurant marketing campaign. This will include the design of a brochure, 1/4-page newspaper ad, magazine coupon, and campaign poster not to exceed 18" x 24".

Before you begin, design a logo for the company. This logo should communicate the company name, incorporate graphic elements, and include a tagline/slogan that you create. The logo should be used on all promotional items. The marketing campaign should be cohesive. Create contact information including a URL.

### **SOCIAL MEDIA CAMPAIGN**

Create a social media campaign to market your new business: a banquet hall to be used for wedding receptions, engagement parties, and any type of celebrations or business presentation meetings. You must use at least three sources of social media (e.g., Twitter, Facebook, Instagram, Pinterest, etc.).

### **WEBSITE DESIGN**

You have been hired by a new restaurant owner who is offering both a bakery and restaurant for gluten-free products. Being gluten- and wheat-free is considered the norm in today's society. The owner, who is gluten-free, decided to get funding to open a business. The entrepreneur specializes in making baked goods from breads to muffins and pastries, as well as simple lunch or dinner menu items for the casual diner who is gluten- and/or wheat-free. The owner has hired one of the top pastry and restaurant chefs in the area with experience in gluten- and wheat-free foods. Develop a company identity including a name and logo that has a cohesive design structure to be used throughout the website. The site should have elements typical of a restaurant, including but not limited to:

- Menus
- Contact Information and Hours of Operation
- Make a Reservation Online
- About Us
- Preferred Customer Loyalty Program
- Reviews





# FBLA 3-D ANIMATION

## Production Rating Sheet

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
<b>Development of Project</b>					
Video successfully conveys the message outlined in the topic and does so in a way that captivates audience attention	0	1-3	4-7	8-10	
Information related to topic is accurate	0	1-3	4-7	8-10	
<b>Animated Video Production and Elements</b>					
Overall quality of animated video	0	1-5	6-10	11-15	
Graphics are appropriate and consistent throughout the video	0	1-6	7-13	14-20	
Editing is seamless and does not seem fragmented	0	1-3	4-7	8-10	
Multiple animation techniques are utilized	0	1-3	4-7	8-10	
Video concludes with appropriate credits	0	1-3	4-7	8-10	
Logical flow of thoughts and seamless transitions	0	1-5	6-10	11-15	
<b>Subtotal</b>					<b>/100 max.</b>
<b>Penalty Points</b> Deduct five (5) points for not adhering to Guidelines <input type="checkbox"/> Statement of Assurance not received <input type="checkbox"/> video longer than 3 minutes					
<b>Total Points</b>					<b>/100 max</b>

Name: \_\_\_\_\_

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Judge's Comments:



# FBLA 3-D ANIMATION

## Performance Rating Sheet

Preliminary Round     Final Round

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
<b>Development of Project</b>					
Video successfully conveys the message outlined in the topic and does so in a way that captivates audience attention	0	1-3	4-7	8-10	
Information related to topic is accurate	0	1-3	4-7	8-10	
<b>Animated Video Production and Elements</b>					
Overall quality of animated video	0	1-5	6-10	11-15	
Graphics are appropriate and consistent throughout the video	0	1-6	7-13	14-20	
Editing is seamless and does not seem fragmented	0	1-3	4-7	8-10	
Multiple animation techniques are utilized	0	1-3	4-7	8-10	
Video concludes with appropriate credits	0	1-3	4-7	8-10	
Logical flow of thoughts and seamless transitions	0	1-5	6-10	11-15	
<b>Content</b>					
Describes the pre-production process	0	1-3	4-7	8-10	
Describes the scenario	0	1-3	4-7	8-10	
Describes the production process	0	1-3	4-7	8-10	
Describes the post-production process	0	1-3	4-7	8-10	
Describes software used	0	1-3	4-7	8-10	
Describes techniques used	0	1-3	4-7	8-10	
Describes hardware used	0	1-3	4-7	8-10	
<b>Delivery</b>					
Statements are well organized and clearly stated; appropriate business language used	0	1-3	4-7	8-10	
Demonstrates self-confidence, poise, and good voice projection	0	1-3	4-7	8-10	
Demonstrates the ability to effectively answer questions	0	1-3	4-7	8-10	
<b>Subtotal</b>	<b>/200 max.</b>				
<b>Time Penalty</b> Deduct five (5) points for presentation over seven (7) minutes. Time:					
<b>Dress Code Penalty</b> Deduct five (5) points when dress code is not followed.					
<b>Penalty</b> Deduct five (5) points for failure to follow directions.					
<b>Total Points</b>	<b>/200 max.</b>				
<b>Prejudged Score</b>	<b>/100 max.</b>				
<b>Final Score</b> (add total points and prejudged score)	<b>/300 max.</b>				

Name: \_\_\_\_\_

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Judge's Comments:



# FBLA AMERICAN ENTERPRISE PROJECT

## Report Rating Sheet

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
<b>Content</b>					
Purpose of Project • Project designed specifically to promote local understanding of and support for the American Enterprise system	0	1–5	6–10	11–15	
Research into school and/or community needs	0	1–2	3–4	5	
Planning and development of project	0	1–7	8–14	15–20	
Implementation of project	0	1–5	6–10	11–15	
Evaluation and Results • Benefits to and impact on the school and/or community	0	1–7	8–14	15–20	
<b>Comments:</b>					
<b>Report Format</b>					
Clear and concise presentation with logical arrangement of information following the rating sheet categories	0	1–3	4–7	8–10	
Professional report design appropriate for audience	0	1–2	3–4	5	
Correct grammar, punctuation, spelling, and acceptable business style	0	1–3	4–7	8–10	
<b>Comments:</b>					
<b>Subtotal</b>					<b>/100 max.</b>
<b>Penalty Points</b> Check & deduct five (5) points each for not adhering to Report Guidelines (maximum of twenty [20] points): <input type="checkbox"/> missing cover information <input type="checkbox"/> missing table of contents <input type="checkbox"/> over fifteen (15) pages <input type="checkbox"/> no page numbers <input type="checkbox"/> report format does not follow rating sheet					
<b>Total Points</b>					<b>/100 max.</b>

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Judge's Comments:



# FBLA AMERICAN ENTERPRISE PROJECT

## Performance Rating Sheet

 Preliminary Round

 Final Round

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
<b>Explanation</b>					
Describes project development and strategies used to implement project	0	1-7	8-14	15-20	
Describes research into school or community needs	0	1-5	6-10	11-15	
Appropriate level of chapter member involvement in project	0	1-3	4-7	8-10	
Degree of impact on the community and its citizens	0	1-7	8-14	15-20	
Evidence of publicity received	0	1-2	3-4	5	
Student evaluation of project effectiveness	0	1-2	3-4	5	
<b>Comments:</b>					
<b>Delivery</b>					
Statements are well organized and clearly stated	0	1-3	4-7	8-10	
Demonstrates self-confidence, poise, assertiveness, and good voice projection	0	1-2	3-4	5	
Demonstrates ability to effectively answer questions	0	1-3	4-7	8-10	
<b>Comments:</b>					
<b>Subtotal</b>					<b>/100 max.</b>
<b>Time Penalty</b> Deduct five (5) points for presentation over seven (7) minutes. Time:					
<b>Dress Code Penalty</b> Deduct five (5) points when dress code is not followed.					
<b>Penalty</b> Deduct five (5) points for failure to follow guidelines.					
<b>Total Points</b>					<b>/100 max.</b>
<b>Report Score</b>					<b>/100 max.</b>
<b>Final Score</b> (add total points and report score)					<b>/200 max.</b>

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Judge's Comments:



# FBLA BANKING & FINANCIAL SYSTEMS

## Performance Rating Sheet

Final Round

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
<b>Content</b>					
Problem is understood and well-defined	0	1-3	4-7	8-10	
Alternatives are recognized with pros and cons stated and evaluated	0	1-7	8-14	15-20	
Logical solution is selected with positive and negative aspects of its implementation given	0	1-7	8-14	15-20	
Demonstrates knowledge and understanding of banking and financial systems concepts	0	1-7	8-14	15-20	
<b>Comments:</b>					
<b>Delivery</b>					
Statements are well-organized and clearly stated; appropriate business language used	0	1-3	4-7	8-10	
Team members demonstrate self-confidence, poise, and good voice projection	0	1-2	3-4	5	
Team members participate actively during the presentation	0	1-2	3-4	5	
Team demonstrates the ability to effectively answer questions	0	1-3	4-7	8-10	
<b>Comments:</b>					
<b>Subtotal</b>					<b>/100 max.</b>
<b>Dress Code Penalty</b> Deduct five (5) points when dress code is not followed.					
<b>Final Score</b>					<b>/100 max.</b>
<b>Objective Test Score</b> (To be used in the event of a tie.)					

Name(s): \_\_\_\_\_

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Judge's Comments:



# FBLA BUSINESS ETHICS

## Performance Rating Sheet

 Preliminary Round

 Final Round

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
<b>Content and Recommendation</b>					
Situation is understood and effectively defined	0	1-5	6-10	11-15	
Ethical dimensions of the problem are clearly defined	0	1-5	6-10	11-15	
Team's position is clearly stated	0	1-5	6-10	11-15	
Effective ethical solution is offered	0	1-5	6-10	11-15	
Quality of research	0	1-5	6-10	11-15	
<b>Comments:</b>					
<b>Delivery</b>					
Statements are well organized and clearly stated, appropriate business language used	0	1-3	4-7	8-10	
Demonstrates self-confidence, poise, and good voice projection	0	1-2	3-4	5	
All team members actively participate in the presentation	0	1-2	3-4	5	
Demonstrates the ability to effectively answer questions	0	1-2	3-4	5	
<b>Comments:</b>					
<b>Subtotal</b>					<b>/100 max.</b>
<b>Time Penalty</b> Deduct five (5) points for presentation over seven (7) minutes. Time: _____					
<b>Penalty</b> Deduct five (5) points for failure to follow guidelines. _____					
<b>Dress Code Penalty</b> Deduct five (5) points when dress code is not followed. _____					
<b>Total Points</b>					<b>/100 max.</b>
<b>Final Score</b>					<b>/100 max.</b>

Name(s): \_\_\_\_\_

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Judge's Comments:



# FBLA BUSINESS FINANCIAL PLAN

## Report Rating Sheet

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
<b>Report Content</b>					
Description of business, assumptions, and strategies to obtain loan (one page)	0	1–10	11–20	21–30	
Company Description <ul style="list-style-type: none"> <li>• Legal form of business</li> <li>• Company governance</li> <li>• Company location(s)</li> <li>• Long- and short-term goals</li> </ul>	0	1–7	8–14	15–20	
Operations and Management <ul style="list-style-type: none"> <li>• Business facilities described</li> <li>• Management personnel identified</li> <li>• Workforce described (current and projected)</li> </ul>	0	1–8	9–18	19–25	
Target Market <ul style="list-style-type: none"> <li>• Target market defined (size, growth potential, needs)</li> <li>• Risks and potential adverse results identified, analyzed, and planned for</li> </ul>	0	1–10	11–20	21–30	
Financial Institution <ul style="list-style-type: none"> <li>• Name and type of financial institution to which loan application is being made</li> </ul>	0	1–7	8–14	15–20	
Loan Request <ul style="list-style-type: none"> <li>• Purpose of loan and amount requested</li> <li>• Itemized planned expenditures</li> <li>• Projections for future stability of company</li> </ul>	0	1–10	11–20	21–30	
Supporting Documents <ul style="list-style-type: none"> <li>• Works cited page</li> </ul>	0	1–5	6–10	11–15	
<b>Comments:</b>					
<b>Format</b>					
Clear and concise presentation with logical arrangement of information following the rating sheet categories	0	1–5	6–10	11–15	
Correct grammar, punctuation, spelling, and acceptable business style	0	1–5	6–10	11–15	
<b>Comments:</b>					
<b>Subtotal</b>					<b>/200 max.</b>
<b>Penalty Points</b> Deduct five (5) points each for not adhering to Report Guidelines (maximum of twenty [20] points): <input type="checkbox"/> missing cover information <input type="checkbox"/> missing table of contents <input type="checkbox"/> over fifteen (15) pages <input type="checkbox"/> no page numbers <input type="checkbox"/> report format does not follow rating sheet					
<b>Total Points</b>					<b>/200 max.</b>

Name(s): \_\_\_\_\_

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Judge's Comments:





# FBLA BUSINESS FINANCIAL PLAN

## Performance Rating Sheet

 Preliminary Round

 Final Round

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
<b>Content</b>					
Description of the company, operations, and management (current & projected)	0	1-5	6-10	11-15	
Description of the financial plan and strategies to obtain loan	0	1-5	6-10	11-15	
Underlying assumptions explained and supported	0	1-5	6-10	11-15	
Risks and potential adverse results identified, analyzed, and planned	0	1-5	6-10	11-15	
Purpose of loan and amount requested and projections	0	1-3	4-7	8-10	
<b>Comments:</b>					
<b>Delivery</b>					
Statements are well-organized and clearly stated; appropriate business language used	0	1-3	4-7	8-10	
Demonstrates self-confidence, poise, and good voice projection	0	1-3	4-7	8-10	
Demonstrates the ability to effectively answer questions	0	1-3	4-7	8-10	
<b>Comments:</b>					
<b>Subtotal</b>					<b>/100 max.</b>
<b>Time Penalty</b> Deduct five (5) points for presentation over seven (7) minutes. Time:					
<b>Dress Code Penalty</b> Deduct five (5) points when dress code is not followed.					
<b>Total Points</b>					<b>/100 max.</b>
<b>Report Score</b>					<b>/200 max.</b>
<b>Final Score</b> (add total points and report score)					<b>/300 max.</b>

Name(s): \_\_\_\_\_

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Judge's Comments:

# FBLA BUSINESS PLAN

  

## Report Rating Sheet

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
<b>Content</b>					
Executive Summary <ul style="list-style-type: none"> <li>• Convinces reader that business concept is sound and has a reasonable chance of success</li> <li>• Is concise and effectively written</li> </ul>	0	1–7	8–14	15–20	
Company Profile <ul style="list-style-type: none"> <li>• Legal form of business</li> <li>• Effective date of business</li> <li>• Company mission statement/vision</li> <li>• Company governance</li> <li>• Company location(s)</li> <li>• Immediate development goals</li> <li>• Overview of company's financial status</li> </ul>	0	1–5	6–10	11–15	
Industry Analysis <ul style="list-style-type: none"> <li>• Description of industry (size, growth rates, nature of competition, history)</li> <li>• Trends and strategic opportunities within industry</li> </ul>	0	1–5	6–10	11–15	
Target Market <ul style="list-style-type: none"> <li>• Target market defined (size, growth potential, needs)</li> <li>• Effective analysis of market's potential, current patterns, and sensitivities</li> </ul>	0	1–5	6–10	11–15	
Competition <ul style="list-style-type: none"> <li>• Key competitors identified</li> <li>• Effective analysis of competitors' strengths and weaknesses</li> <li>• Potential future competitors</li> <li>• Barriers to entry for new competitors identified</li> </ul>	0	1–5	6–10	11–15	
Marketing Plan and Sales Strategy <ul style="list-style-type: none"> <li>• Key message to be communicated identified</li> <li>• Options for message delivery identified and analyzed including Web process</li> <li>• Sales procedures and methods defined</li> </ul>	0	1–5	6–10	11–15	
Operations <ul style="list-style-type: none"> <li>• Business facilities described</li> <li>• Production plan defined and analyzed</li> <li>• Workforce plan defined and analyzed</li> <li>• Impact of technology</li> </ul>	0	1–5	6–10	11–15	
Management and Organization <ul style="list-style-type: none"> <li>• Key employees/principals identified and described</li> <li>• Board of directors, advisory committee, consultants, and other human resources identified and described</li> <li>• Plan for identifying, recruiting, and securing key participants described</li> <li>• Compensation and incentives plan</li> </ul>	0	1–5	6–10	11–15	

(continued on next page)



<b>Long-term Development</b> <ul style="list-style-type: none"> <li>Goals for three-, five- or more years are identified and documented</li> <li>Risks and potential adverse results identified and analyzed</li> <li>Strategy in place to take business toward long-term goals</li> </ul>	0	1-5	6-10	11-15	
<b>Financials</b> <ul style="list-style-type: none"> <li>Type of accounting system to be used is identified</li> <li>Financial projections are included and reasonable</li> <li>1st year monthly cash flow</li> <li>1st year monthly income statement</li> <li>Yearly income statements for years 1, 3 &amp; 5</li> <li>Financial assumptions clearly identified</li> </ul>	0	1-7	8-14	15- 20	
<b>Supporting Documents</b> <ul style="list-style-type: none"> <li>May include works cited page, certifications, licenses, tax requirements, codes, technical descriptions, advance contracts, endorsements, etc.</li> </ul>	0	1-5	6-10	11-15	
<b>Comments:</b>					
<b>Report Format</b>					
Clear and concise presentation with logical arrangement of information following the rating sheet categories	0	1-3	4-7	8-10	
Professional written presentation appropriate to audience	0	1-2	3-4	5	
Correct grammar, punctuation, spelling, and acceptable business style	0	1-3	4-7	8-10	
<b>Comments:</b>					
<b>Subtotal</b>				<b>/200 max.</b>	
<b>Penalty Points</b> Deduct five (5) points each for not adhering to Report Guidelines (maximum of twenty [20] points): <input type="checkbox"/> missing cover information <input type="checkbox"/> missing table of contents <input type="checkbox"/> over thirty (30) pages <input type="checkbox"/> no page numbers <input type="checkbox"/> report format does not follow rating sheet					
<b>Total Points</b>				<b>/200 max.</b>	

Name(s): \_\_\_\_\_

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Judge's Comments:

# FBLA BUSINESS PLAN

## Performance Rating Sheet

 Preliminary Round

 Final Round

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
<b>Content</b>					
Description of business concept and company profile	0	1-2	3-4	5	
Marketing aspects of business are thoroughly covered	0	1-5	6-10	11-15	
Description of operations and management plans	0	1-3	4-7	8-10	
Financial documents and projections are reasonably easy to understand	0	1-7	8-14	15-20	
Risks are anticipated, analyzed and planned for	0	1-3	4-7	8-10	
Long-term goals are identified and reasonable	0	1-3	4-7	8-10	
<b>Comments:</b>					
<b>Delivery</b>					
Statements are well-organized and clearly stated; appropriate business language used	0	1-3	4-7	8-10	
Demonstrates self-confidence, poise, and good voice projection	0	1-2	3-4	5	
All team members actively participate in the presentation	0	1-2	3-4	5	
Demonstrates the ability to effectively answer questions regarding business start-up logistics	0	1-3	4-7	8-10	
<b>Comments:</b>					
<b>Subtotal</b>					<b>/100 max.</b>
<b>Time Penalty</b> Deduct five (5) points for presentation over seven (7) minutes. Time:					
<b>Dress Code Penalty</b> Deduct five (5) points when dress code is not followed.					
<b>Total Points</b>					<b>/100 max.</b>
<b>Report Score</b>					<b>/200 max.</b>
<b>Final Score</b> (add total points and report score)					<b>/300 max.</b>

Name(s): \_\_\_\_\_

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Judge's Comments:



# FBLA CLIENT SERVICE

## Performance Rating Sheet

Preliminary Round

Final Round

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
<b>Content</b>					
Scenario is understood and well-defined	0	1-5	6-10	11-15	
Participant's position is clearly stated	0	1-5	6-10	11-15	
Effective solution is offered	0	1-5	6-10	11-15	
<b>Comments:</b>					
<b>Delivery</b>					
Statements are well organized and clearly stated	0	1-5	6-10	11-15	
Participant displays empathy/diplomacy when responding to situation	0	1-2	3-4	5	
Demonstrates self-confidence, poise, and good voice projection	0	1-3	4-7	8-10	
Demonstrates the ability to ask and answer questions effectively	0	1-5	6-10	11-15	
Participant actively interacts with judges	0	1-3	4-7	8-10	
<b>Comments:</b>					
<b>Subtotal</b>					<b>/100 max.</b>
<b>Dress Code Penalty</b> Deduct five (5) points when dress code is not followed.					
<b>Final Score</b>					<b>/100 max.</b>

Name: \_\_\_\_\_

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Judge's Comments:



# FBLA COMMUNITY SERVICE PROJECT

## Report Rating Sheet

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
<b>Content</b>					
Purpose of Project • Statement of project goals • Service to the community and its citizens	0	1–5	6–10	11–15	
Planning and development of project	0	1–5	6–10	11–15	
Implementation of project	0	1–5	6–10	11–15	
Impact and benefits to the community	0	1–8	9–18	19–25	
Evidence of publicity	0	1–2	3–4	5	
<b>Comments:</b>					
<b>Report Format</b>					
Clear and concise presentation with logical arrangement of information following the rating sheet categories	0	1–3	4–7	8–10	
Professional report & design appropriate to audience	0	1–2	3–4	5	
Correct grammar, punctuation, spelling, and acceptable business style	0	1–3	4–7	8–10	
<b>Comments:</b>					
<b>Subtotal</b>					<b>/100 max.</b>
<b>Penalty Points</b> Deduct five (5) points each for not adhering to Report Guidelines (maximum of twenty [20] points): <input type="checkbox"/> missing cover information <input type="checkbox"/> missing table of contents <input type="checkbox"/> over fifteen (15) pages <input type="checkbox"/> no page numbers <input type="checkbox"/> report format does not follow rating sheet					
<b>Total Points</b>					<b>/100 max.</b>

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Judge's Comments:



# FBLA COMMUNITY SERVICE PROJECT

## Performance Rating Sheet

 Preliminary Round

 Final Round

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
<b>Content</b>					
Description of project development and strategies used to implement project	0	1–8	9–18	19–25	
Appropriate level of chapter member involvement in the project	0	1–3	4–7	8–10	
Degree of impact on the community and its citizens	0	1–7	8–15	16–20	
Evidence of publicity received	0	1–2	3–4	5	
Effective student evaluation of project	0	1–2	3–4	5	
<b>Comments:</b>					
<b>Delivery</b>					
Statements are well-organized and clearly stated; appropriate business language used	0	1–5	6–10	11–15	
Demonstrates self-confidence, poise, and good voice projection	0	1–3	4–7	8–10	
Demonstrates the ability to effectively answer questions	0	1–3	4–7	8–10	
<b>Comments:</b>					
<b>Subtotal</b>					<b>/100 max.</b>
<b>Time Penalty</b> Deduct five (5) points for presentation over seven (7) minutes. Time:					
<b>Dress Code Penalty</b> Deduct five (5) points when dress code is not followed.					
<b>Total Points</b>					<b>/100 max.</b>
<b>Report Score</b>					<b>/100 max.</b>
<b>Final Score</b> (add total points and report score)					<b>/200 max.</b>

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Judge's Comments:



# FBLA COMPUTER GAME & SIMULATION PROGRAMMING

## Production Rating Sheet

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
<b>Program Usability and Support</b>					
Storage media, uploaded folder, and shortcuts formatted properly	0	1-3	4-7	8-10	
Instructions clear and executable launches from shortcut without modification	0	1-3	4-7	8-10	
<b>Comments:</b>					
<b>Game Play Evaluation</b>					
Quality of Rules—rules presented well and player knows what to do	0	1-3	4-7	8-10	
User Interface—game controls are easy to use without much explanation	0	1-3	4-7	8-10	
Navigation—the player can get to the end of game and knows how to get there	0	1-3	4-7	8-10	
Performance—no errors, bugs, or glitches	0	1-3	4-7	8-10	
Play—game is challenging, the game can be completed	0	1-3	4-7	8-10	
Artistry—color, backgrounds, characters, sounds are attractive and visible	0	1-3	4-7	8-10	
Player Interactions—player participates in the story and the actions are consistent with the concept	0	1-3	4-7	8-10	
Immersion—player feels connected to the gameplay and is not distracted or removed from interaction	0	1-3	4-7	8-10	
Rewards—player is rewarded properly for taking game risks	0	1-3	4-7	8-10	
<b>Comments:</b>					
<b>Game Concept &amp; Design Evaluation</b>					
Fully addresses concept and topic	0	1-7	8-14	15-20	
Game play and graphics appropriate for concept and age group	0	1-3	4-7	8-10	
Incorporates entertainment and education elements	0	1-3	4-7	8-10	
Title slide is attractive with working direction, quit, and start buttons	0	1-3	4-7	8-10	
Contains all levels required	0	1-3	4-7	8-10	
Errors did not crash game or prevent continuing game play	0	1-3	4-7	8-10	
Code is well written and logically designed	0	1-3	4-7	8-10	
Code or game engine events are well commented to explain logic used and reason for a block of code	0	1-3	4-7	8-10	
<b>Comments:</b>					
<b>Subtotal</b>					<b>/200 max.</b>
<b>Penalty Points</b> Deduct five (5) points for not adhering to Guidelines (maximum of fifteen [15] points). <input type="checkbox"/> 2 copies of media not received <input type="checkbox"/> Statement of Assurance not received <input type="checkbox"/> media labeled incorrectly					
<b>Total Points</b>					<b>/200 max</b>

Name: \_\_\_\_\_

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Judge's Comments:





# FBLA COMPUTER GAME & SIMULATION PROGRAMMING

## Performance Rating Sheet

Preliminary Round     Final Round

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
<b>Content</b>					
Describes the topic, problem, and challenges	0	1–2	3–4	5	
Describes the planning process used to design the game through planning documents such as storyboards, flowcharts, etc.	0	1–3	4–7	8–10	
Describes design software selection and why these were most appropriate to the task	0	1–3	4–7	8–10	
Describes the user interface (input/output parameters) and why this applies best for this audience	0	1–3	4–7	8–10	
Describes how the game flows from starting point to victory and what is needed to win	0	1–5	6–10	11–15	
Describes user interactions and how these actions are entertaining, educational, and engaging to the audience	0	1–5	6–10	11–15	
Describes the program modules, structure, and commenting	0	1–3	4–7	8–10	
Describes the usefulness of the program in meeting the educational goal of the topic	0	1–2	3–4	5	
<b>Comments:</b>					
<b>Delivery</b>					
Statements are well-organized and clearly stated; appropriate business language used	0	1–2	3–4	5	
Demonstrates self-confidence, poise, and good voice projection	0	1–2	3–4	5	
Demonstrates the ability to effectively answer questions	0	1–3	4–7	8–10	
<b>Comments:</b>					
<b>Subtotal</b>					<b>/100 max.</b>
<b>Time Penalty</b> Deduct five (5) points for presentation over seven (7) minutes. Time:					
<b>Dress Code Penalty</b> Deduct five (5) points when dress code is not followed.					
<b>Penalty</b> Deduct five (5) points for leaving materials					
<b>Total Points</b>					<b>/100 max.</b>
<b>Prejudged Score</b>					<b>/200 max.</b>
<b>Final Score</b> (add total points and prejudged score)					<b>/300 max.</b>

Name: \_\_\_\_\_

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Judge's Comments:



# FBLA DESKTOP APPLICATION PROGRAMMING

## Production Rating Sheet

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
<b>Program Readability and Style</b>					
Appropriate identifiers used for variables, constants, arrays, objects, etc.	0	1–3	4–7	8–10	
Commentary provided line-by-line and/or section is readable, useful, and complete	0	1–7	8–14	15–20	
General program documentation is readable, useful, and complete (i.e. execution instructions, system requirements, etc.)	0	1–7	8–14	15–20	
<b>Comments:</b>					
<b>Program Structure and Content</b>					
Program is concise, does not contain unnecessary complexity or repetitive blocks of code (uses functions and sub routines as necessary)	0	1–7	8–14	15–20	
Appropriate data types are used for data storage to avoid drain on system resources	0	1–7	8–14	15–20	
Program follows a logical sequence to accomplish required tasks (unusual approaches are well documented)	0	1–3	4–7	8–10	
<b>Comments:</b>					
<b>Results</b>					
Program produces desired results (free of logic errors)	0	1–7	8–14	15–20	
Program handles user and/or data input errors well (coded to avoid run-time errors)	0	1–7	8–14	15–20	
Resulting output/feedback (onscreen and/or printed reports, alert/error messages, etc.) were useful	0	1–10	11–20	21–30	
<b>Comments:</b>					
<b>Usability</b>					
Program provides instructions or a help menu for user assistance	0	1–3	4–7	8–10	
User is able to navigate the program intuitively using a logical sequence (appropriate tab order for user input, asks for input in a logical sequence, etc.)	0	1–3	4–7	8–10	
Program interface, feedback, reports, etc. are free of spelling, punctuation, and grammatical errors	0	1–2	3–4	5	
Program aesthetics maintain user interest	0	1–2	3–4	5	
<b>Subtotal</b>					<b>/200 max.</b>
<b>Penalty Points:</b> Deduct five (5) points for not adhering to Guidelines (maximum of fifteen [15] points). <input type="checkbox"/> 2 copies of media not received <input type="checkbox"/> Statement of Assurance not received <input type="checkbox"/> media labeled incorrectly					
<b>Total Points</b>					<b>/200 max.</b>

Name(s): \_\_\_\_\_

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Judge's Comments:



# FBLA DESKTOP APPLICATION PROGRAMMING

## Performance Rating Sheet

Preliminary Round     Final Round

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
<b>Content</b>					
Description of the problem	0	1-2	3-4	5	
Description of the planning process used to design the program	0	1-3	4-7	8-10	
Description of program documentation	0	1-3	4-7	8-10	
Description of input/output and program parameters	0	1-5	6-10	11-15	
Description of how the program flows	0	1-7	8-14	15-20	
Description of program structures	0	1-5	6-10	11-15	
Description of the usefulness of the program	0	1-2	3-4	5	
<b>Comments:</b>					
<b>Delivery</b>					
Statements are well-organized and clearly stated; appropriate business language used	0	1-2	3-4	5	
Demonstrates self-confidence, poise, and good voice projection	0	1-2	3-4	5	
Demonstrates the ability to effectively answer questions	0	1-3	4-7	8-10	
<b>Comments:</b>					
<b>Subtotal</b>					<b>/100 max.</b>
<b>Time Penalty</b> Deduct five (5) points for presentation over seven (7) minutes. Time:					
<b>Dress Code Penalty</b> Deduct five (5) points when dress code is not followed.					
<b>Penalty</b> Deduct five (5) points for leaving materials					
<b>Total Points</b>					<b>/100 max.</b>
<b>Prejudged Score</b>					<b>/200 max.</b>
<b>Final Score</b> (add total score and prejudged score)					<b>/300 max.</b>

Name: \_\_\_\_\_

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Judge's Comments:



# FBLA DIGITAL VIDEO PRODUCTION

## Production Rating Sheet

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
<b>Content</b>					
Theme fully and properly developed. Solution properly addresses assigned topic.	0	1-7	8-14	15-20	
Elements included in presentation are suitable, appropriate, and directed towards a specific audience	0	1-3	4-7	8-10	
Copyright information is noted in credits	0	1-3	4-7	8-10	
Presentation is clear and concise	0	1-7	8-14	15-20	
Effective use of technology	0	1-7	8-14	15-20	
Proper use of grammar, spelling, punctuation, etc.	0	1-2	3-4	5	
<b>Comments:</b>					
<b>Presentation</b>					
Presentation shows creativity and originality	0	1-3	4-7	8-10	
Presentation includes an effective opening, body, and conclusion	0	1-7	8-14	15-20	
Transitions are effective and appealing	0	1-5	6-10	11-15	
Audio and visual elements coordinated and complimentary	0	1-7	8-14	15-20	
Audio Editing • Good quality • Appropriate volume	0	1-5	6-10	11-15	
Proper Use of Video Technology • Video uses multiple camera angles • Video is smooth and steady • Video is in focus	0	1-5	6-10	11-15	
Titles and graphics enhance overall quality of presentation	0	1-3	4-7	8-10	
Presentation effective at motivating audience to action	0	1-3	4-7	8-10	
<b>Comments:</b>					
<b>Subtotal</b>					<b>/200 max.</b>
<b>Time Penalty</b> Deduct five (5) points for presentation over four (4) minutes. Time: _____					
<b>Penalty Points</b> Deduct five (5) points for not adhering to Guidelines (maximum of fifteen [15] points) <input type="checkbox"/> Statement of Assurance not received <input type="checkbox"/> media labeled incorrectly _____					
<b>Final Score</b>					<b>/200 max.</b>

Name(s): \_\_\_\_\_

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Judge's Comments:



# FBLA DIGITAL VIDEO PRODUCTION

## Performance Rating Sheet

 Preliminary Round

 Final Round

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
<b>Content</b>					
Development of the topic in the presentation	0	1-3	4-7	8-10	
Use and the implementation of innovative technology	0	1-7	8-14	15-20	
Development and design process	0	1-7	8-14	15-20	
Use of the video	0	1-7	8-14	15-20	
Proper documentation of pictures, audio, etc.	0	1-3	4-7	8-10	
<b>Comments:</b>					
<b>Delivery</b>					
Statements are well-organized and clearly stated; appropriate business language used	0	1-3	4-7	8-10	
Demonstrates self-confidence, poise, and good voice projection	0	1-2	3-4	5	
Demonstrates the ability to effectively answer questions	0	1-2	3-4	5	
<b>Comments:</b>					
<b>Subtotal</b>					<b>/100 max.</b>
<b>Time Penalty</b> Deduct five (5) points for presentations over seven (7) minutes. Time:					
<b>Penalty</b> Deduct five (5) points for failure to follow guidelines.					
<b>Dress Code Penalty</b> Deduct five (5) points when dress code is not followed.					
<b>Total Points</b>					<b>/100 max.</b>
<b>Prejudged Score</b>					<b>/200 max.</b>
<b>Final Score</b> (add total points and prejudged score)					<b>/300 max.</b>

Name(s): \_\_\_\_\_

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Judge's Comments:



# FBLA E-BUSINESS Production Rating Sheet

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
<b>Page Layout and Design</b>					
Format is consistent and appropriate projecting a good image of the company while maintaining a balance between design and functionality	0	1-5	6-10	11-15	
Graphic design shows creativity, originality, and supports topic	0	1-5	6-10	11-15	
Page elements are effective without being distracting	0	1-3	4-7	8-10	
<b>Comments:</b>					
<b>Shopping Experience</b>					
Catalog information is organized in a logical and meaningful manner. Navigation path allows customers to make purchasing decision easily	0	1-7	8-14	15-20	
Product information is useful, informative, and adequate. If product images are used, they download quickly	0	1-3	4-7	8-10	
Site clearly explains shipping and handling procedures, return policies, and product or service guarantees	0	1-3	4-7	8-10	
Customer experience is quick and easy enough to bring the customer back and keep the customer from going to competitors	0	1-3	4-7	8-10	
Site allows customer to provide feedback/comments	0	1-3	4-7	8-10	
<b>Comments:</b>					
<b>Shopping Cart Implementation</b>					
Shopping cart is easy to use and understandable and features are clearly explained	0	1-3	4-7	8-10	
Customer can easily add items to and delete items from the shopping cart	0	1-3	4-7	8-10	
Obvious navigation path to the cash register	0	1-3	4-7	8-10	
Customer can get back to shopping easily from shopping cart	0	1-3	4-7	8-10	
Order form is easy to understand and complete	0	1-3	4-7	8-10	
Adequate information is provided for confirmation of a successful transaction	0	1-3	4-7	8-10	
<b>Comments:</b>					
<b>Technical</b>					
Proper use of grammar, spelling, punctuation, etc.	0	1-3	4-7	8-10	
Site is free of broken links and error messages	0	1-3	4-7	8-10	
Site is compatible with multiple browsers & platforms	0	1-3	4-7	8-10	
Copyright laws have been followed, permissions are cited on the Web site, and the use of templates is identified at the bottom of the home page	0	1-3	4-7	8-10	
<b>Comments:</b>					
<b>Subtotal</b>					<b>/200 max.</b>
<b>Penalty Points:</b> Deduct five points for not following guidelines.					
<b>Penalty Points:</b> Deduct five points for not submitting Statement of Assurance.					
<b>Total Points</b>					<b>/200 max.</b>

Name(s): \_\_\_\_\_

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Judge's Comments:



# FBLA E-BUSINESS

## Performance Rating Sheet

 Preliminary Round

 Final Round

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
<b>Content</b>					
Describe development of the topic	0	1-5	6-10	11-15	
Demonstrates the customer's shopping experience	0	1-5	6-10	11-15	
Explain the use and implementation of technology	0	1-5	6-10	11-15	
Explain the development and design process	0	1-5	6-10	11-15	
Copyright information is noted in credits	0	1-3	4-7	8-10	
<b>Comments:</b>					
<b>Delivery</b>					
Statements are well-organized and clearly stated; appropriate business language used	0	1-3	4-7	8-10	
Demonstrates self-confidence, poise, and good voice projection	0	1-3	4-7	8-10	
Demonstrates the ability to effectively answer questions	0	1-3	4-7	8-10	
<b>Comments:</b>					
<b>Subtotal</b>					<b>/100 max.</b>
<b>Time Penalty</b> Deduct five (5) points for presentations over seven (7) minutes. Time:					
<b>Penalty</b> Deduct five (5) points for failure to follow guidelines.					
<b>Dress Code Penalty</b> Deduct five (5) points when dress code is not followed.					
<b>Total Points</b>					<b>/100 max.</b>
<b>Prejudged Score</b>					<b>/200 max.</b>
<b>Final Score</b> (add total points and prejudged score)					<b>/300 max.</b>

Name(s): \_\_\_\_\_

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Judge's Comments:



# FBLA ELECTRONIC CAREER PORTFOLIO

## Performance Rating Sheet

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
<b>Content</b>					
Resume (Data Sheet) <ul style="list-style-type: none"> <li>Displays evidence of professional experience, career related experience, and leadership experience</li> <li>Outlines any special certifications or training</li> <li>Shares overview of academic success</li> <li>Outlines Community Service</li> </ul>	0	1-3	4-7	8-10	
Career research summary: <ul style="list-style-type: none"> <li>The specific career targeted is clearly identified and described—the portfolio must specifically be targeted towards a career</li> <li>Skills and education needed for the career are identified and outlined</li> <li>Money/salary and outlook for the career are identified</li> <li>Evidence of research in career summary</li> </ul>	0	1-5	6-10	11-15	
Sources of information cited pertaining to copyright standards	0	1-3	4-7	8-10	
<b>Comments:</b>					
<b>Samples</b>					
Career-Related Education <ul style="list-style-type: none"> <li>School activities</li> <li>Career research project</li> <li>Application of business education and/or related occupational skills and their relationships to the job</li> </ul>	0	1-5	6-10	11-15	
Educational Enhancement <ul style="list-style-type: none"> <li>Career opportunities noted</li> <li>Evidence of career development planning</li> <li>Summarize any job shadowing, internships, informational interviews, or community service projects</li> </ul>	0	1-5	6-10	11-15	
Examples of Special Skills <ul style="list-style-type: none"> <li>Includes up to five examples of special skills and/or abilities related to job and career goals</li> </ul>	0	1-3	4-7	8-10	
<b>Comments:</b>					
<b>Delivery</b>					
Statements are well-organized and clearly stated; appropriate business language used	0	1-3	4-7	8-10	
Demonstrates self-confidence, poise, and good voice projection	0	1-3	4-7	8-10	
Demonstrates the ability to effectively answer questions	0	1-2	3-4	5	
<b>Comments:</b>					
<b>Subtotal</b>					<b>/100 max.</b>
<b>Time Penalty</b> Deduct five (5) points for presentations over seven (7) minutes. Time:					
<b>Penalty</b> Deduct five (5) points for leaving materials.					
<b>Dress Code Penalty</b> Deduct five (5) points when dress code is not followed.					
<b>Total Points</b>					<b>/100 max.</b>

Name: \_\_\_\_\_

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Judge's Comments:





# FBLA EMERGING BUSINESS ISSUES

## Performance Rating Sheet

Preliminary Round

Final Round

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
<b>Content</b>					
Understanding of issue/topic	0	1-3	4-7	8-10	
<b>Comments:</b>					
<b>Affirmative Argument</b>					
Flow and logic of content	0	1-2	3-4	5	
Quality of Evidence		1-3	4-7	8-10	
Persuasiveness		1-3	4-7	8-10	
Relevance of argument	0	1-3	4-7	8-10	
<b>Comments:</b>					
<b>Negative Argument</b>					
Flow and logic of content	0	1-2	3-4	5	
Quality of Evidence		1-3	4-7	8-10	
Persuasiveness		1-3	4-7	8-10	
Relevance of argument	0	1-3	4-7	8-10	
<b>Comments:</b>					
<b>Delivery</b>					
Statements are well-organized and clearly stated; appropriate business language used	0	1-2	3-4	5	
Demonstrates self-confidence, poise, and good voice projection	0	1-2	3-4	5	
Demonstrates the ability to effectively answer questions	0	1-2	3-4	5	
All team members actively participate in the presentation	0	1-2	3-4	5	
<b>Subtotal</b>					<b>/100 max.</b>
<b>Time Penalty</b> Deduct five (5) points for presentation over seven (7) minutes. Time:					
<b>Penalty</b> Deduct five (5) points for failure to follow guidelines.					
<b>Dress Code Penalty</b> Deduct five (5) points when dress code is not followed.					
<b>Final Score</b>					<b>/100 max.</b>

Name(s): \_\_\_\_\_

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Judge's Comments:



# FBLA ENTREPRENEURSHIP

## Performance Rating Sheet

Final Round

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
<b>Content</b>					
Problem is understood and well-defined	0	1-5	6-10	11-15	
Alternatives are recognized with pros and cons stated and evaluated	0	1-5	6-10	11-15	
Logical solution is selected with positive and negative aspects of its implementation given	0	1-5	6-10	11-15	
Issues presented in case are addressed completely	0	1-3	4-7	8-10	
Anticipated results are based on correct reasoning	0	1-5	6-10	11-15	
<b>Comments:</b>					
<b>Delivery</b>					
Statements are well organized and clearly stated; appropriate business language is used	0	1-3	4-7	8-10	
Team members demonstrate self-confidence, poise, and good voice projection	0	1-2	3-4	5	
All team members participate actively during the presentation	0	1-2	3-4	5	
Demonstrates the ability to effectively answer questions	0	1-3	4-7	8-10	
<b>Comments:</b>					
<b>Subtotal</b>					<b>/100 max.</b>
<b>Dress Code Penalty</b> Deduct five (5) points when dress code is not followed.					
<b>Final Score</b>					<b>/100 max.</b>
<b>Objective Test Score</b> (To be used in the event of a tie.)					

Name(s): \_\_\_\_\_

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Judge's Comments:



# FBLA FUTURE BUSINESS LEADER

## Interview Materials Rating Sheet

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
<b>Cover Letter</b>					
States job for which applying	0	2	3	4	
Promotes self in letter. Lists skills, achievements, experience, etc.	0	4	6	8	
States that the resume is included with the letter and asks for an interview	0	2	3	4	
<b>Resume</b>					
Targets job listed on cover letter	0	2	3	4	
Reader friendly—categories can be found easily, white space utilized, professional fonts and font sizes	0	4	6	8	
Included education, activities, and experience information	0	4	6	8	
Brief, concise information		2	3	4	
<b>Spelling and Grammar</b>					
Documents are free of spelling, punctuation, and grammatical errors	0	3	7	10	
<b>Subtotal</b>					<b>/50max.</b>
<b>Penalty</b> Deduct five (5) points for failure to follow guidelines.					
<b>Total Points</b>					<b>/50max.</b>

Name(s): \_\_\_\_\_

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Judge's Comments:

# FUTURE BUSINESS LEADER

  

## Interview Rating Sheet

Preliminary Round

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
<b>Interview</b>					
Demonstrates poise, maturity, and a good attitude	0	1-3	4-7	8-10	
Demonstrates self-confidence, initiative, and assertiveness	0	1-3	4-7	8-10	
Demonstrates ability to effectively answer questions	0	1-3	4-7	8-10	
Professional appearance	0	1-2	3-4	5	
Demonstrates proper greeting, introduction, and closing	0	1-2	3-4	5	
<b>Leadership Ability</b>					
Illustrates participation and leadership in FBLA	0	1-5	6-10	11-15	
Explains participation in other school and/or community organizations	0	1-3	4-7	8-10	
Explains and shows areas of outstanding achievement	0	1-5	6-10	11-15	
Indicates understanding of career knowledge and career plans	0	1-5	6-10	11-15	
<b>Application Materials</b>					
Participant brought copy of application materials to interview	0			5	
<b>Subtotal</b>					<b>/100 max.</b>
<b>Penalty Points</b> Deduct five (5) points for failure to fully follow the guidelines.					
<b>Total Points</b>					<b>/100 max.</b>
<b>Application Materials</b> (add to total points in preliminary round)					<b>/50 max</b>
<b>Objective Test Score</b> (add to total points in preliminary round)					<b>/100 max.</b>
<b>Final Score</b>					<b>/250 max.</b>

Name: \_\_\_\_\_

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Judge's Comments:



# FUTURE BUSINESS LEADER

## Interview Rating Sheet

Final Round

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
<b>Interview</b>					
Demonstrates poise, maturity, and a good attitude	0	1-2	3-4	5	
Demonstrates self-confidence, initiative, and assertiveness	0	1-3	4-7	8-10	
Demonstrates ability to effectively answer questions	0	1-3	4-7	8-10	
Professional appearance	0	1-2	3-4	5	
Demonstrates proper greeting, introduction, and closing	0	1-2	3-4	5	
<b>Leadership Ability</b>					
Illustrates participation and leadership in FBLA	0	1-5	6-10	11-15	
Explains participation in other school and/or community organizations	0	1-5	6-10	11-15	
Explains and shows areas of outstanding achievement	0	1-5	6-10	11-15	
Indicates understanding of career knowledge and career plans	0	1-5	6-10	11-15	
<b>Application Materials</b>					
Student brought application materials to interview	0			5	
<b>Subtotal</b>					<b>/100 max.</b>
<b>Penalty Points</b> Deduct five (5) points for failure to fully follow the guidelines.					
<b>Total Points</b>					
<b>Objective Test Score</b> (to be used in the event of a tie)					
<b>Final Score</b>					<b>/100 max.</b>

Name: \_\_\_\_\_

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Judge's Comments:



# FBLA GLOBAL BUSINESS

## Performance Rating Sheet

Final Round

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
<b>Content</b>					
Problem is understood and well-defined	0	1-5	6-10	11-15	
Alternatives are recognized with pros and cons stated and evaluated	0	1-5	6-10	11-15	
Logical solution is selected with positive and negative aspects of its implementation given	0	1-5	6-10	11-15	
Anticipated results are based on correct reasoning	0	1-5	6-10	11-15	
<b>Comments:</b>					
<b>Delivery</b>					
Statements are well-organized and clearly stated; appropriate business language used	0	1-5	6-10	11-15	
Team members show self-confidence, poise, and good voice projection	0	1-3	4-7	8-10	
All team members participate actively during the presentation	0	1-2	3-4	5	
Demonstrates the ability to effectively answer questions	0	1-3	4-7	8-10	
<b>Comments:</b>					
<b>Subtotal</b>					<b>/100 max.</b>
<b>Dress Code Penalty</b> Deduct five (5) points when dress code is not followed.					
<b>Final Score</b>					<b>/100 max.</b>
<b>Objective Test Score</b> (To be used in the event of a tie.)					

Name(s): \_\_\_\_\_

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Judge's Comments:



# FBLA GRAPHIC DESIGN

## Performance Rating Sheet

 Preliminary Round

 Final Round

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
<b>Content</b>					
Description of promotional materials	0	1-7	8-14	15-20	
Explains the design and development process	0	1-7	8-14	15-20	
Create interest and desire for design	0	1-7	8-14	15-20	
Consistency in graphic design to theme	0	1-7	8-14	15-20	
<b>Delivery</b>					
Statements are well-organized and clearly stated; appropriate business language used	0	1-2	3-4	5	
Demonstrates self-confidence, poise, and good voice projection	0	1-2	3-4	5	
Demonstrates the ability to effectively answer questions	0	1-3	4-7	8-10	
<b>Comments:</b>					
<b>Subtotal</b>					<b>/100 max.</b>
<b>Time Penalty</b> Deduct five (5) points for presentations over seven (7) minutes. Time:					
<b>Dress Code Penalty</b> Deduct five (5) points when dress code is not followed.					
<b>Penalty</b> Deduct five (5) points for leaving materials					
<b>Total Points</b>					<b>/100 max.</b>

Name(s): \_\_\_\_\_

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Judge's Comments:



# FBLA HELP DESK

## Performance Rating Sheet

Final Round

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
<b>Problem Identification</b>					
Describes the situation(s)	0	1-3	4-7	8-10	
Problem/incident properly documented	0	1-3	4-7	8-10	
Suggests a solution or recommendation(s); resolved problem	0	1-5	6-10	11-15	
<b>Comments:</b>					
<b>Technology</b>					
Basic hardware/software knowledge, used correct terminology	0	1-2	3-4	5	
Demonstrates ability to effectively answer client's technical questions	0	1-3	4-7	8-10	
Meets the needs of the client/customer	0	1-3	4-7	8-10	
Demonstrates troubleshooting skills and effective investigative methods	0	1-3	4-7	8-10	
<b>Comments:</b>					
<b>Delivery</b>					
Statements are well-organized and clearly stated; appropriate business language used	0	1-2	3-4	5	
Demonstrates self-confidence, initiative, and assertiveness	0	1-2	3-4	5	
Demonstrates ability to effectively answer questions	0	1-3	4-7	8-10	
Demonstrates conflict resolution skills	0	1-2	3-4	5	
Brings situation(s) to closure	0	1-2	3-4	5	
<b>Comments:</b>					
<b>Subtotal</b>					<b>/100 max.</b>
<b>Dress Code Penalty</b> Deduct five (5) points when dress code is not followed.					
<b>Total Points</b>					<b>/100 max.</b>
<b>Objective Test Score</b> (To be used in the event of a tie.)					

Name(s): \_\_\_\_\_

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Judge's Comments:





# FBLA HOSPITALITY MANAGEMENT

## Performance Rating Sheet

Final Round

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
<b>Content</b>					
Problem is understood and well defined	0	1-5	6-10	11-15	
Alternatives are recognized with pros and cons stated and evaluated	0	1-5	6-10	11-15	
Logical solution is selected with positive and negative aspects of its implementation given	0	1-5	6-10	11-15	
Anticipated results are based on correct reasoning	0	1-3	4-7	8-10	
<b>Comments:</b>					
<b>Delivery</b>					
Statements are well organized and clearly stated; appropriate business language used	0	1-5	6-10	11-15	
Participants demonstrate self-confidence, poise, and good voice projection	0	1-5	6-10	11-15	
Demonstrates the ability to effectively answer questions	0	1-5	6-10	11-15	
<b>Comments:</b>					
<b>Subtotal</b>					<b>/100 max.</b>
<b>Dress Code Penalty</b> Deduct five (5) points when dress code is not followed.					
<b>Final Score</b>					<b>/100 max.</b>
<b>Objective Test Score</b> (to be used in the event of a tie)					

Name(s): \_\_\_\_\_

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge's \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Judge's Comments:



# FBLA IMPROMPTU SPEAKING

## Performance Rating Sheet

 Preliminary Round

 Final Round

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
<b>Content</b>					
Relation to the topic	0	1–5	6–10	11–15	
Memorable central theme stated and repeated	0	1–2	3–4	5	
Supporting information is accurate and appropriate	0	1–2	3–4	5	
<b>Comments:</b>					
<b>Organization</b>					
Immediate introduction of topic	0	1–3	4–7	8–10	
Strong support (body) for topic	0	1–3	4–7	8–10	
Effective and memorable conclusion	0	1–3	4–7	8–10	
<b>Comments:</b>					
<b>Delivery</b>					
Extemporaneous delivery (i.e., not merely read from the notes)	0	1–5	6–10	11–15	
Demonstrate self-confidence, poise, eye contact, and appropriate gestures	0	1–3	4–7	8–10	
Professional tone, appropriate language (inflection, pace, emphasis, and enthusiasm)	0	1–3	4–7	8–10	
Presentation is sincere, interesting, creative, and convincing	0	1–3	4–7	8–10	
<b>Comments:</b>					
<b>Subtotal</b>					<b>/100 max.</b>
<b>Time Penalty</b> Deduct five (5) points for presentation under 3:31 or over 4:29 minutes. Time: _____					
<b>Penalty</b> Deduct five (5) points for failure to follow guidelines.					
<b>Dress Code Penalty</b> Deduct five (5) points when dress code is not followed.					
<b>Final Score</b>					<b>/100 max.</b>

Name: \_\_\_\_\_

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Judge's Comments:



# FBLA INTRODUCTION TO BUSINESS PRESENTATION

## Performance Rating Sheet

 Preliminary Round

 Final Round

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
<b>Content</b>					
Presentation clearly related to topic	0	1-3	4-7	8-10	
Purpose clearly stated	0	1-2	3-4	5	
Effectively uses a variety of formatting and effect features of program such as text, graphics, and transitions	0	1-3	4-7	8-10	
Quality of design is professional. Design elements are appropriate for a business presentation (e.g., color choice, font style and size, and so forth)	0	1-3	4-7	8-10	
Technology is effectively integrated into overall presentation	0	1-5	6-10	11-15	
Suitability and accuracy of statements in presentation	0	1-2	3-4	5	
<b>Comments:</b>					
<b>Organization</b>					
Topic adequately developed	0	1-2	3-4	5	
Logical sequence of ideas	0	1-2	3-4	5	
Accomplished purpose	0	1-2	3-4	5	
<b>Comments:</b>					
<b>Delivery</b>					
Presentation and statements are well organized and clearly stated; appropriate business language used	0	1-3	4-7	8-10	
Demonstrates self-confidence, poise, and good voice projection	0	1-3	4-7	8-10	
Demonstrates the ability to effectively answer questions	0	1-3	4-7	8-10	
<b>Comments:</b>					
<b>Subtotal</b>					<b>/100 max.</b>
<b>Time Penalty</b> Deduct five (5) points for presentation over seven (7) minutes. Time:					
<b>Dress Code Penalty</b> Deduct five (5) points when dress code is not followed.					
<b>Penalty</b> Deduct five (5) points for failure to follow guidelines.					
<b>Final Score</b>					<b>/100 max.</b>

Name(s): \_\_\_\_\_

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Judge's Comments:



## FBLA JOB INTERVIEW

### Interview Materials Rating Sheet

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
<b>Cover Letter</b>					
States job for which applying	0	2	3	4	
Promotes self in letter. Lists skills, achievements, experience, etc.	0	4	6	8	
States that the resume is included with the letter and asks for an interview	0	2	3	4	
<b>Resume</b>					
Targets job listed on cover letter	0	2	3	4	
Reader friendly—categories can be found easily, white space utilized, professional fonts and font sizes	0	4	6	8	
Included education, activities, and experience information	0	4	6	8	
Brief, concise information		2	3	4	
<b>Spelling and Grammar</b>					
Documents are free of spelling, punctuation, and grammatical errors	0	3	7	10	
<b>Subtotal</b>					<b>/50 max.</b>
<b>Penalty</b> Deduct five (5) points for failure to follow guidelines.					
<b>Total Points</b>					<b>/50 max.</b>

Name(s): \_\_\_\_\_

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Judge's Comments:



# FBLA JOB INTERVIEW

## Interview Rating Sheet Preliminary Round

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
<b>Professional Presentation</b>					
Demonstrates proper nonverbal communication (eye contact, posture, facial expressions, body language, smile)	0	1-3	4-7	8-10	
Demonstrates a strong introduction (smile and handshake) and closing (thanks interviewer)	0	1-3	4-7	8-10	
Demonstrates self-confidence, takes initiative, and is enthusiastic	0	1-3	4-7	8-10	
Professional appearance	0	1-2	3-4	5	
<b>Interview</b>					
Demonstrates the ability to understand and respond to interview questions	0	1-5	6-10	11-15	
Relates previous experience/activities with position's duties and skills necessary to succeed (realistic appraisal of self)	0	1-5	6-10	11-15	
Possesses knowledge about the position and career field	0	1-3	4-7	8-10	
Possesses excellent communication skills, uses appropriate grammar, and uses appropriate length of time to answer questions	0	1-5	6-10	11-15	
Participant asks questions that demonstrates interest in organization and understanding of position	0	1-2	3-4	5	
<b>Application Materials</b>					
Participant brought copy of application materials to interview	0			5	
<b>Subtotal</b>					<b>/100 max.</b>
<b>Penalty</b> Deduct five (5) points dress code					
<b>Total Preliminary Interview</b>					<b>/100 max.</b>
<b>Application Materials</b> (add to total points in preliminary round)					<b>/50 max</b>
<b>Final Score</b>					<b>/150 max.</b>

Name(s): \_\_\_\_\_

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Judge's Comments:



# FBLA JOB INTERVIEW

## Interview Rating Sheet Final Round

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
<b>Professional Presentation</b>					
Demonstrates proper nonverbal communication (eye contact, posture, facial expressions, body language, smile)	0	1-3	4-7	8-10	
Demonstrates a strong introduction (smile and handshake) and closing (thanks interviewer)	0	1-3	4-7	8-10	
Demonstrates self-confidence, takes initiative, and is enthusiastic	0	1-3	4-7	8-10	
Professional appearance	0	1-2	3-4	5	
<b>Interview</b>					
Demonstrates the ability to understand and respond to interview questions	0	1-5	6-10	11-15	
Relates previous experience/activities with position's duties and skills necessary to succeed (realistic appraisal of self)	0	1-5	6-10	11-15	
Possesses knowledge about the position and career field	0	1-3	4-7	8-10	
Possesses excellent communication skills, uses appropriate grammar, and uses appropriate length of time to answer questions	0	1-5	6-10	11-15	
Participant asks questions that demonstrates interest in organization and understanding of position	0	1-2	3-4	5	
<b>Application Materials</b>					
Participant brought copy of application materials to interview	0			5	
<b>Subtotal</b>				<b>/100 max.</b>	
<b>Penalty</b> Deduct five (5) points in preliminary round if materials received late.					
<b>Final Score</b>				<b>/100 max.</b>	

Name(s): \_\_\_\_\_

School \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Judge's Comments:



# FBLA LOCAL CHAPTER ANNUAL BUSINESS REPORT

## Report Rating Sheet

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
<b>Introduction</b>					
“State of the Chapter” remarks to current members by chapter president <ul style="list-style-type: none"> <li>• Number of members</li> <li>• Size of school and community</li> </ul>	0	1–3	4–7	8–10	
<b>Comments:</b>					
<b>Activities to Benefit Chapter and Its Members</b>					
Program of Work	0	1–2	3–4	5	
Recruitment activities	0	1–2	3–4	5	
Leadership development	0	1–2	3–4	5	
Career exploration and preparation	0	1–2	3–4	5	
Business partnerships	0	1–2	3–4	5	
Chapter fundraising	0	1–2	3–4	5	
Public relations activities and chapter publicity	0	1–2	3–4	5	
<b>Comments:</b>					
<b>Activities to Benefit Other Individuals and Organizations</b>					
State and national projects	0	1–3	4–7	8–10	
Other community service projects	0	1–2	3–4	5	
<b>Comments:</b>					
<b>Conferences and Recognition</b>					
Participation in FBLA conferences	0	1–3	4–7	8–10	
Other chapter and individual recognitions earned	0	1–3	4–7	8–10	
Competitive event winners and participants	0	1–2	3–4	5	
<b>Comments:</b>					
<b>Report Format</b>					
Clear, concise presentation with logical arrangement of information following the rating sheet categories	0	1–2	3–4	5	
Correct grammar, punctuation, spelling, and acceptable business style	0	1–2	3–4	5	
Design and graphics are appropriate for purpose	0	1–2	3–4	5	
<b>Comments:</b>					
<b>Subtotal</b>					<b>/100 max.</b>
<b>Penalty Points</b> Deduct five (5) points each for not adhering to Report Guidelines (maximum of fifteen [15] points): <input type="checkbox"/> cover incorrect <input type="checkbox"/> missing table of contents <input type="checkbox"/> over fifteen (15) pages <input type="checkbox"/> no page numbers <input type="checkbox"/> report format does not follow rating sheet					
<b>Total Points</b>					<b>/100 max.</b>

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Judge’s Comments:



# FBLA MANAGEMENT DECISION MAKING

## Performance Rating Sheet

Final Round

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
<b>Content</b>					
Problem is understood and well-defined	0	1-5	6-10	11-15	
Alternatives are recognized with pros and cons stated and evaluated	0	1-5	6-10	11-15	
Logical solution is selected with positive and negative aspects of its implementation given	0	1-5	6-10	11-15	
Issues presented in case are addressed completely	0	1-3	4-7	8-10	
Management's decision is clear	0	1-5	6-10	11-15	
<b>Comments:</b>					
<b>Delivery</b>					
Statements are well organized and clearly stated; appropriate business language used	0	1-3	4-7	8-10	
Team members show self-confidence, poise, and good voice projection	0	1-2	3-4	5	
All team members participate actively during the presentation	0	1-2	3-4	5	
Demonstrates the ability to effectively answer questions	0	1-3	4-7	8-10	
<b>Comments:</b>					
<b>Subtotal</b>					<b>/100 max.</b>
<b>Dress Code Penalty</b> Deduct five (5) points when dress code is not followed.					
<b>Penalty</b> Deduct five (5) points for failure to follow guidelines.					
<b>Final Score</b>					<b>/100 max.</b>
<b>Objective Test Score</b> (To be used in the event of a tie.)					

Name(s): \_\_\_\_\_

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Judge's Comments:





# FBLA MANAGEMENT INFORMATION SYSTEMS

## Performance Rating Sheet

Final Round

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
<b>Content</b>					
Describes the situation	0	1-3	4-7	8-10	
Issues a solution or recommendation	0	1-3	4-7	8-10	
Uses correct terminology	0	1-3	4-7	8-10	
Present effective strategy	0	1-7	8-14	15-20	
<b>Explanation</b>					
System appropriate for size of business	0	1-3	4-7	8-10	
System solution is feasible and realistic given specified time frame	0	1-3	4-7	8-10	
Technology is currently available	0	1-3	4-7	8-10	
Future needs are considered	0	1-3	4-7	8-10	
Information security issues are addressed	0	1-3	4-7	8-10	
Meets the needs of the company	0	1-3	4-7	8-10	
<b>Delivery</b>					
Team members show self-confidence, poise, and good voice projection	0	1-3	4-7	8-10	
Statements are well organized and clearly stated; appropriate business language used	0	1-3	4-7	8-10	
Demonstrates the ability to effectively answer questions	0	1-3	4-7	8-10	
All team members participate actively during the presentation	0	1-3	4-7	8-10	
<b>Subtotal</b>					<b>/150 max.</b>
<b>Dress Code Penalty</b> Deduct five (5) points when dress code is not followed.					
<b>Penalty</b> Deduct five (5) points for failure to follow guidelines.					
<b>Final Score</b>					<b>/150 max.</b>
<b>Objective Test Score</b> (To be used in the event of a tie.)					

Name(s): \_\_\_\_\_

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Judge's Comments:



# FBLA MARKETING

## Performance Rating Sheet

Final Round

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
<b>Content</b>					
Problem is understood and well-defined	0	1-5	6-10	11-15	
Alternatives are recognized with pros and cons stated and evaluated	0	1-5	6-10	11-15	
Logical solution is selected with positive and negative aspects of its implementation given	0	1-5	6-10	11-15	
Issues presented in case are addressed completely	0	1-3	4-7	8-10	
Marketing's decision is clear	0	1-5	6-10	11-15	
<b>Delivery</b>					
Statements are well-organized and clearly stated; appropriate business language used	0	1-3	4-7	8-10	
All team members actively participate during the presentation	0	1-2	3-4	5	
Team members show self-confidence, poise, and good voice projection	0	1-2	3-4	5	
Team members demonstrate the ability to effectively answer questions	0	1-3	4-7	8-10	
<b>Subtotal</b>	<b>/100 max.</b>				
<b>Dress Code Penalty</b> Deduct five (5) points when dress code is not followed.					
<b>Penalty Points</b> Deduct five (5) points for failure to follow guidelines.					
<b>Final Score</b>	<b>/100 max.</b>				
<b>Objective Test Score</b> (To be used in the event of a tie.)					

Name(s): \_\_\_\_\_

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Judge's Comments:



# FBLA MOBILE APPLICATION DEVELOPMENT

## Production Rating Sheet

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
<b>Program Usability and Support</b>					
Code packaged and readme file included with instructions for testing application	0	1-3	4-7	8-10	
Program launches and is functional on appropriate IDE (Xcode, Eclipse, Visual Studio).	0	1-3	4-7	8-10	
<b>Comments:</b>					
<b>Design Evaluation</b>					
Fully addresses concept and topic	0	1-5	6-10	11-15	
Graphics are appropriate and consistent for concept and age group	0	1-3	4-7	8-10	
Incorporates social media elements as appropriate to topic	0	1-3	4-7	8-10	
ICON appropriate for application	0	1-3	4-7	8-10	
Utilizes MVC and navigation is clear	0	1-3	4-7	8-10	
Application is bug free and does not crash	0	1-3	4-7	8-10	
Code is well written and logically designed	0	1-5	6-10	11-15	
<b>Comments:</b>					
<b>Subtotal</b>					<b>/100 max.</b>
<b>Penalty Points</b> Deduct five (5) points for not adhering to Guidelines (maximum of fifteen [15] points). <input type="checkbox"/> 2 copies of media not received <input type="checkbox"/> Statement of Assurance not received <input type="checkbox"/> media labeled incorrectly					
<b>Total Points</b>					<b>/100 max</b>

Name: \_\_\_\_\_

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Judge's Comments:



# FBLA MOBILE APPLICATION DEVELOPMENT

## Performance Rating Sheet

Preliminary Round     Final Round

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
<b>Content</b>					
Describes the scenario	0	1–2	3–4	5	
Describes the planning process used to design the application	0	1–3	4–7	8–10	
Describes application documentation	0	1–2	3–4	5	
Describes input/output and application parameters	0	1–5	6–10	11–15	
Describes how the application flows	0	1–7	8–14	15–20	
Describes application template or structure	0	1–5	6–10	11–15	
Describes the usefulness of the application	0	1–3	4–7	8–10	
<b>Comments:</b>					
<b>Delivery</b>					
Statements are well-organized and clearly stated; appropriate business language used	0	1–2	3–4	5	
Demonstrates self-confidence, poise, and good voice projection	0	1–2	3–4	5	
Demonstrates the ability to effectively answer questions	0	1–3	4–7	8–10	
<b>Comments:</b>					
<b>Subtotal</b>					<b>/100 max.</b>
<b>Time Penalty</b> Deduct five (5) points for presentation over seven (7) minutes. Time:					
<b>Dress Code Penalty</b> Deduct five (5) points when dress code is not followed.					
<b>Penalty</b> Deduct five (5) points for materials left					
<b>Total Points</b>					<b>/100 max.</b>
<b>Prejudged Score</b>					<b>/100 max.</b>
<b>Final Score</b> (add total points and prejudged score)					<b>/200 max.</b>

Name: \_\_\_\_\_

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Judge's Comments:



# FBLA NETWORK DESIGN

## Performance Rating Sheet

Final Round

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
<b>Content</b>					
Describes the situation	0	1-3	4-7	8-10	
Resolves problem	0	1-5	6-10	11-15	
Use correct terminology	0	1-5	6-10	11-15	
Presents an effective strategy	0	1-10	11-20	21-30	
<b>Comments:</b>					
<b>Technology</b>					
System appropriate for size of business	0	1-5	6-10	11-15	
Technology is currently available or being developed	0	1-3	4-7	8-10	
Future needs are considered	0	1-3	4-7	8-10	
Meets the needs of the company	0	1-5	6-10	11-15	
<b>Comments:</b>					
<b>Delivery</b>					
Statements are well-organized and clearly stated; appropriate business language used	0	1-2	3-4	5	
Team members demonstrate self-confidence, poise, and good voice projection	0	1-2	3-4	5	
All team members participate actively during the presentation	0	1-3	4-7	8-10	
Team members demonstrate the ability to effectively answer questions	0	1-3	4-7	8-10	
<b>Comments:</b>					
<b>Subtotal</b>					<b>/150 max.</b>
<b>Penalty</b> Deduct five (5) points for failure to follow guidelines.					
<b>Dress Code Penalty</b> Deduct five (5) points when dress code is not followed.					
<b>Final Score</b>					<b>/150 max.</b>
<b>Objective Test Score</b> (To be used in the event of a tie.)					

Name(s): \_\_\_\_\_

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Judge's Comments:



# FBLA PARLIAMENTARY PROCEDURE

## Performance Rating Sheet

**Motions:** Deduct one (1) point for each mistake in each classification.

		Value	Score
<b>Motions Classification</b>		<b>Comments</b>	
Main		6	
Subsidiary		6	
Privileged		6	
Incidental		6	
Bring Again		6	
<b>Motions Performance Subtotal</b>			
<b>Comments:</b>			
<b>Business of the Meeting</b>			
Problem quality (concise, complete, clear, germane)		15	
Directions followed		5	
Other business quality		10	
<b>Business of the Meeting Performance Subtotal</b>			
<b>Comments:</b>			
<b>General Parliamentary Procedure</b>			
Proper order of business		10	
Proper use of parliamentary terms		10	
Clarity of expression and voice projection		5	
Impartiality of presiding official		5	
Initiative of members		5	
Poise, dignity, and appearance		5	
<b>General Parliamentary Procedure Performance Subtotal</b>			
<b>Comments:</b>			
<b>Subtotal</b>		<b>/100 max.</b>	
<b>Time Penalty</b> Deduct one (1) point per full half minute under 8:31 minutes or over 11:29 minutes. Time: _____			
<b>Penalty</b> Deduct five (5) points for failure to follow directions			
<b>Dress Code Penalty</b> Deduct five (5) points when dress code is not followed.			
<b>Final Score</b>		<b>/100 max.</b>	
<b>Objective Test Score</b> (To be used in the event of a tie.)			

Name(s): \_\_\_\_\_

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Judge's Comments:



# FBLA PARTNERSHIP WITH BUSINESS PROJECT

## Report Rating Sheet

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
<b>Report Content</b>					
<b>Development</b>	0	1-2	3-4	5	
Description of the partnership goals					
Description of the planning activities used to build a partnership	0	1-3	4-7	8-10	
Roles of business leaders and chapter members in developing the partnership	0	1-2	3-4	5	
<b>Implementation</b>	0	1-5	6-10	11-15	
Description of the activities implemented to learn concepts of business operations					
Roles of business leaders and chapter members in implementing the project	0	1-3	4-7	8-10	
Results, concepts learned, and impact of the project provided	0	1-5	6-10	11-15	
Degree of involvement (e.g., hours spent, personal contact, and executives and department heads contacted)	0	1-3	4-7	8-10	
Examples of publicity and recognition received as a result of the partnership	0	1-2	3-4	5	
<b>Comments:</b>					
<b>Report Format</b>					
Clear and concise presentation with logical arrangement of information following the rating sheet categories	0	1-3	4-7	8-10	
Professional report design appropriate to audience	0	1-2	3-4	5	
Correct grammar, punctuation, spelling, and acceptable business style	0	1-3	4-7	8-10	
<b>Comments:</b>					
<b>Subtotal</b>					<b>/100 max.</b>
<b>Penalty Points</b> Deduct five (5) points each for not adhering to Report Guidelines (maximum of twenty [20] points):					
<input type="checkbox"/> cover incorrect <input type="checkbox"/> missing table of contents <input type="checkbox"/> over fifteen (15) pages <input type="checkbox"/> no page numbers <input type="checkbox"/> report format does not follow rating sheet					
<b>Total Points</b>					<b>/100 max.</b>

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Judge's Comments:



# FBLA PARTNERSHIP WITH BUSINESS PROJECT

## Performance Rating Sheet

 Preliminary Round

 Final Round

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
<b>Content</b>					
Description of project development and strategies used to implement the partnership	0	1–7	8–14	15–20	
Degree of chapter member involvement in the project	0	1–5	6–10	11–15	
Explain roles of business leaders and chapter members in implementing the project	0	1–5	6–10	11–15	
Information learned from management (i.e., business planning, organization, motivation, control, objectives, and goal setting)	0	1–5	6–10	11–15	
Evidence of publicity received	0	1–2	3–4	5	
Student evaluation of project effectiveness	0	1–2	3–4	5	
<b>Comments:</b>					
<b>Delivery</b>					
Statements are well-organized and clearly stated; appropriate business language used	0	1–3	4–7	8–10	
Demonstrates self-confidence, poise, assertiveness, and good projection	0	1–2	3–4	5	
Demonstrates ability to effectively answer questions	0	1–3	4–7	8–10	
<b>Comments:</b>					
<b>Subtotal</b>					<b>/100 max.</b>
<b>Time Penalty</b> Deduct five (5) points for presentation over seven (7) minutes. Time: _____					
<b>Penalty</b> Deduct five (5) points for failure to follow guidelines. _____					
<b>Dress Code Penalty</b> Deduct five (5) points when dress code is not followed. _____					
<b>Total Points</b>					<b>/100 max.</b>
<b>Report Score</b>					<b>/100 max.</b>
<b>Final Score</b> (add total points and report score)					<b>/200 max.</b>

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Judge's Comments:





# FBLA PUBLIC SERVICE ANNOUNCEMENT

## Performance Rating Sheet

 Preliminary Round

 Final Round

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
<b>Video Presentation</b>					
Topic (social issue) fully and properly researched and demonstrated in video	0	1-3	4-7	8-10	
Video is clear and concise (does not exceed 30 seconds)	0	1-3	4-7	8-10	
Elements included in PSA video are suitable, appropriate, and directed towards a specific audience	0	1-3	4-7	8-10	
Audio and visual elements coordinated and complimentary	0	1-5	6-10	11-15	
Video is effective at informing and/or evoking a changed attitude towards the issue	0	1-3	4-7	8-10	
Presentation shows creativity and originality	0	1-3	4-7	8-10	
Presentation includes an effective opening, body, and conclusion	0	1-5	6-10	11-15	
Transitions are effective and appealing	0	1-3	4-7	8-10	
Audio Editing • Good quality • Appropriate volume	0	1-5	6-10	11-15	
Proper Use of Video Technology • Video uses multiple camera angles • Video is smooth and steady • Video is in focus	0	1-5	6-10	11-15	
Titles and graphics enhance overall quality of presentation	0	1-3	4-7	8-10	
<b>Comments:</b>					
<b>Delivery</b>					
Thoughts and statements are well-organized and clearly stated; appropriate business language used	0	1-3	4-7	8-10	
Demonstrates self-confidence, poise, and good voice projection	0	1-2	3-4	5	
Demonstrates the ability to effectively answer questions	0	1-2	3-4	5	
<b>Comments:</b>					
<b>Subtotal</b>					<b>/150 max.</b>
<b>Time Penalty</b> Deduct five (5) points for presentations over five (5) minutes. Time:					
<b>Penalty</b> Deduct five (5) points for failure to follow guidelines.					
<b>Dress Code Penalty</b> Deduct five (5) points when dress code is not followed.					
<b>Total Points</b>					<b>/150 max.</b>

Name(s): \_\_\_\_\_

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Judge's Comments: \_\_\_\_\_

# FBLA PUBLIC SPEAKING I

## Performance Rating Sheet

Preliminary Round       Final Round

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
<b>Content</b>					
Obvious incorporation of FBLA-PBL goals	0	1-3	4-7	8-10	
Memorable central theme stated and repeated	0	1-3	4-7	8-10	
Supporting information is accurate and appropriate	0	1-2	3-4	5	
<b>Comments:</b>					
<b>Organization</b>					
Immediate introduction of topic	0	1-5	6-10	11-15	
Strong support (body) for topic	0	1-5	6-10	11-15	
Effective and memorable conclusion	0	1-5	6-10	11-15	
<b>Comments:</b>					
<b>Delivery</b>					
Extemporaneous delivery; i.e., not merely read from a script or notes	0	1-3	4-7	8-10	
Professional tone, appropriate language (inflection, pace, emphasis, and enthusiasm)	0	1-3	4-7	8-10	
Demonstrate self-confidence, poise, eye contact, and appropriate gestures	0	1-2	3-4	5	
Presentation is sincere, engaging, interesting, original, creative, and convincing	0	1-2	3-4	5	
<b>Comments:</b>					
<b>Subtotal</b>					<b>/100 max.</b>
<b>Time Penalty</b> Deduct five (5) points for presentation under 3:31 or over 4:29 minutes. Time:					
<b>Penalty</b> Deduct five (5) points for failure to follow guidelines.					
<b>Dress Code Penalty</b> Deduct five (5) points when dress code is not followed.					
<b>Final Score</b>					<b>/100 max.</b>

Name: \_\_\_\_\_

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Judge's Comments:



# FBLA PUBLIC SPEAKING II

## Performance Rating Sheet

 Preliminary Round

 Final Round

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
<b>Content</b>					
Obvious incorporation of FBLA-PBL goals	0	1-3	4-7	8-10	
Memorable central theme stated and repeated	0	1-3	4-7	8-10	
Supporting information is accurate and appropriate	0	1-2	3-4	5	
<b>Comments:</b>					
<b>Organization</b>					
Immediate introduction of topic	0	1-5	6-10	11-15	
Strong support (body) for topic	0	1-5	6-10	11-15	
Effective and memorable conclusion	0	1-5	6-10	11-15	
<b>Comments:</b>					
<b>Delivery</b>					
Extemporaneous delivery; i.e., not merely read from a script or notes	0	1-3	4-7	8-10	
Professional tone, appropriate language (inflection, pace, emphasis, and enthusiasm)	0	1-3	4-7	8-10	
Demonstrate self-confidence, poise, eye contact, and appropriate gestures	0	1-2	3-4	5	
Presentation is sincere, engaging, interesting, original, creative, and convincing	0	1-2	3-4	5	
<b>Comments:</b>					
<b>Subtotal</b>					<b>/100 max.</b>
<b>Time Penalty</b> Deduct five (5) points for presentation under 4:31 or over 5:29 minutes. Time:					
<b>Penalty</b> Deduct five (5) points for failure to follow guidelines.					
<b>Dress Code Penalty</b> Deduct five (5) points when dress code is not followed.					
<b>Final Score</b>					<b>/100 max.</b>

Name: \_\_\_\_\_

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Judge's Comments:



# FBLA PUBLICATION DESIGN

## Performance Rating Sheet

Preliminary Round       Final Round

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
<b>Content</b>					
Describe the event topic and promotional materials	0	1-5	6-10	11-15	
Explains the design and development process	0	1-5	6-10	11-15	
Create interest and desire of the design for target audience	0	1-5	6-10	11-15	
Clear connection to theme throughout materials	0	1-5	6-10	11-15	
Incorporates a consistency in products to theme	0	1-5	6-10	11-15	
Include correct grammar, punctuation, spelling, and information related to event topic	0	1-2	3-4	5	
<b>Delivery</b>					
Appropriate font selection and application (including size, spacing, type, etc.)	0	1-2	3-4	5	
Effective use of special effects (including drop cap, shadow, reverse type, watermark, etc.)	0	1-2	3-4	5	
Appropriate use of technology to enhance design and accomplish project goals	0	1-3	4-7	8-10	
<b>Subtotal</b>					<b>/100 max.</b>
<b>Time Penalty</b> Deduct two (2) points for each spelling, grammatical, capitalization, or typographical error (maximum of twenty [10] points):					
<b>Penalty</b> Deduct five (5) points for failure to follow guidelines.					
<b>Total Points</b>					<b>/100 max.</b>
<b>Final Score</b>					<b>/100 max.</b>

Name(s): \_\_\_\_\_

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Judge's Comments:



# FBLA SALES PRESENTATION

## Performance Rating Sheet

 Preliminary Round

 Final Round

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
<b>Approach</b>					
Suitable opening statement or remark	0	1-2	3-4	5	
Direct customer's attention to merchandise	0	1-2	3-4	5	
<b>Comments</b>					
<b>Product Presentation</b>					
Questions involved customer	0	1-3	4-7	8-10	
Analyze and determine customer needs	0	1-3	4-7	8-10	
Interest in customer as an individual	0	1-3	4-7	8-10	
Adequate knowledge of product features	0	1-3	4-7	8-10	
Creates interest and desire for product	0	1-3	4-7	8-10	
Benefits matched to customer needs	0	1-3	4-7	8-10	
<b>Comments</b>					
<b>Suggestion Selling</b>					
Suggestion selling used	0	1-3	4-7	8-10	
<b>Comments</b>					
<b>Handling Objections</b>					
Welcomes and listens to all objections	0	1-2	3-4	5	
<b>Comments</b>					
<b>Closing</b>					
Takes advantage of customer reactions	0	1-2	3-4	5	
Handles and overcomes objections with respect	0	1-2	3-4	5	
Closes the sale	0	1-2	3-4	5	
<b>Comments</b>					
<b>Total Points</b>					<b>/100 max.</b>
<b>Dress Code Penalty</b> Deduct five (5) points when dress code is not followed.					
<b>Penalty</b> Deduct five (5) points for failure to follow guidelines.					
<b>Final Score</b>					<b>/100 max.</b>

Name(s): \_\_\_\_\_

School \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Judge's Comments:



# FBLA SOCIAL MEDIA CAMPAIGN

## Performance Rating Sheet

Preliminary Round       Final Round

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
<b>Design and Distribution</b>					
Overall campaign is aesthetically appealing	0	1-7	8-14	15-20	
Campaign is consistent across all platforms	0	1-3	4-7	8-10	
Campaign shows creativity, originality, and supports theme	0	1-7	8-14	15-20	
High level of interactivity and engagement	0	1-3	4-7	8-10	
<b>Comments:</b>					
<b>Content</b>					
Product/service message is clear	0	1-5	6-10	11-15	
Theme fully and effectively developed. Solution adequately addresses assigned topic	0	1-5	6-10	11-15	
Explains the development, creative design, implementation, and distribution process		1-5	6-10	11-15	
Benefits matched to customer and prospect needs		1-5	6-10	11-15	
Copyright information noted, if applicable	0	1-5	6-10	11-15	
<b>Comments:</b>					
<b>Presentation/Delivery</b>					
Graphic design, when used, shows creativity, originality, and supports	0	1-3	4-7	8-10	
Additional technologies: e.g. videos, linked social media pages used appropriately	0	1-3	4-7	8-10	
Campaign elements gain attention and have eye appeal	0	1-3	4-7	8-10	
Format is consistent and appropriate	0	1-3	4-7	8-10	
Statements are well organized and appropriate	0	1-3	4-7	8-10	
Participants demonstrate self-confidence, poise, and good voice projection	0	1-2	3-4	5	
Demonstrate the ability to effectively answer questions	0	1-3	4-7	8-10	
<b>Comments:</b>					
<b>Subtotal</b>					<b>/200 max.</b>
<b>Time Penalty</b> Deduct five (5) points for presentation over seven (7) minutes. Time:					
<b>Dress Code Penalty</b> Deduct five (5) points when dress code is not followed.					
<b>Final Score</b>					<b>/200 max.</b>

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Judge's Comments:



# FBLA SPORTS & ENTERTAINMENT MANAGEMENT

## Performance Rating Sheet

Final Round

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
<b>Content</b>					
Marketing challenge for sports and entertainment industry is understood and well-defined	0	1-5	6-10	11-15	
Alternative promotions and sponsorships for sports and entertainment are recognized with pros and cons stated and evaluated	0	1-5	6-10	11-15	
Logical solution is selected for the sports and entertainment challenge with positive and negative aspects of its implementation given	0	1-5	6-10	11-15	
Issues regarding branding strategies of products for sports and entertainment presented in case are addressed completely	0	1-3	4-7	8-10	
Marketing's decision is clear for a specific sports and entertainment market segmentation	0	1-5	6-10	11-15	
<b>Comments:</b>					
<b>Delivery</b>					
Statements are well organized and clearly stated; appropriate business language used for sports and entertainment marketing	0	1-3	4-7	8-10	
All team members actively participate during the presentation	0	1-2	3-4	5	
Team members show self-confidence, poise, and good voice projection while accurately describing marketing strategies for sports and entertainment challenge	0	1-2	3-4	5	
Team members demonstrate the ability to effectively answer marketing questions for sports and entertainment challenge	0	1-3	4-7	8-10	
<b>Comments:</b>					
<b>Subtotal</b>					<b>/100 max.</b>
<b>Dress Code Penalty</b> Deduct five (5) points when dress code is not followed.					
<b>Penalty Points</b> Deduct five (5) points for failure to follow guidelines.					
<b>Final Score</b>					<b>/100 max.</b>
<b>Objective Test Score</b> (To be used in the event of a tie.)					

Name(s): \_\_\_\_\_

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Judge's Comments:

# FBLA WEBSITE DESIGN

## Production Rating Sheet

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
<b>Page Layout and Design</b>					
Overall design is aesthetically appealing	0	1-7	8-14	15-20	
Design is consistent across all pages	0	1-3	4-7	8-10	
Design shows creativity, originality, and supports theme	0	1-7	8-14	15-20	
Design maintains a high level of usability	0	1-3	4-7	8-10	
<b>Comments:</b>					
<b>Content</b>					
Proper use of grammar, spelling, punctuation, etc.	0	1-3	4-7	8-10	
Copyright laws have been followed, permissions are cited on the website, and the use of templates is identified at the bottom of the page	0	1-5	6-10	11-15	
Product/service message is clear	0	1-10	11-20	21-30	
Theme fully and effectively developed. Solution adequately addresses assigned topic	0	1-10	11-20	21-30	
<b>Comments:</b>					
<b>Technical</b>					
Site is compatible with multiple platforms	0	1-3	4-7	8-10	
Overall code—readability, white space, semantic, efficient, separation of structure	0	1-5	6-10	11-15	
Site interactivity functions and is error-free	0	1-3	4-7	8-10	
Additional technologies; e.g. Flash JavaScript, etc. Are used appropriately	0	1-3	4-7	8-10	
Site is compatible with multiple browser variants	0	1-3	4-7	8-10	
<b>Comments:</b>					
<b>Subtotal</b>					<b>/200 max.</b>
<b>Penalty Points:</b> Deduct five (5) points each for not following Guidelines.					
<b>Penalty Points:</b> Deduct five (5) points for not submitting a Statement of Assurance.					
<b>Total Points</b>					<b>/200 max.</b>

Name(s): \_\_\_\_\_

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Judge's Comments:





# FBLA WEBSITE DESIGN

## Performance Rating Sheet

 Preliminary Round

 Final Round

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
<b>Content</b>					
Describes the development of the topic	0	1-5	6-10	11-15	
Explains the development and design process	0	1-5	6-10	11-15	
Explains the use of your social media elements and why they were selected	0	1-5	6-10	11-15	
Explains the development of media elements (graphics, video, audio, etc.)	0	1-5	6-10	11-15	
Copyright information is noted in credits	0	1-3	4-7	8-10	
<b>Comments:</b>					
<b>Delivery</b>					
Statements are well-organized and clearly stated; appropriate business language used	0	1-3	4-7	8-10	
Demonstrates self-confidence, poise, and good voice projection	0	1-3	4-7	8-10	
Demonstrates the ability to effectively answer questions	0	1-3	4-7	8-10	
<b>Comments:</b>					
<b>Subtotal</b>					<b>/100 max.</b>
<b>Time Penalty</b> Deduct five (5) points for presentations over seven (7) minutes. Time:					
<b>Penalty</b> Deduct five (5) points for failure to follow guidelines.					
<b>Dress Code Penalty</b> Deduct five (5) points when dress code is not followed.					
<b>Total Points</b>					<b>/100 max.</b>
<b>Prejudged Score</b>					<b>/200 max.</b>
<b>Final Score</b> (add total points and prejudged score)					<b>/300 max.</b>

Name(s): \_\_\_\_\_

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Judge's Comments: