



NC Future Business Leaders of America

***NORTH CAROLINA
FUTURE BUSINESS LEADERS OF AMERICA***



State Handbook

2009 Edition



NC Future Business Leaders of America

NC DEPARTMENT OF PUBLIC INSTRUCTION

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Foreword

The North Carolina Future Business Leaders of America State Handbook serves as a guide for chapter advisors and as a resource for chapter members. The NC-FBLA State Office is pleased to make available this revised edition.

New advisors as well as experienced advisors will find helpful information in the Handbook. Used in combination with the NC-FBLA Chapter Management Notebook, the State Awards Program Manual, and the National Chapter Management Handbook, local chapters have access to state and national guidelines for chapter operation and management.

Mary Jo Nason
NC-FBLA State Chairperson

Lorraine G. Stephens
NC-FBLA State Advisor

Revised September 2009



Acknowledgement

The much-needed revisions to the North Carolina FBLA State Handbook began in 1990. The members of the NC-FBLA Board of Directors started the process of re-writing the Handbook. Because of FBLA financial limitations and time limitations of board members, NC-FBLA contracted with Dr. Robert Wrisley to complete the work on the Handbook.

Dr. Wrisley is a former NC-FBLA State Advisor and Business Education Consultant. The NC-FBLA state office appreciates the work of the Board of Directors in the beginning revisions. Dr. Wrisley is to be commended for the extensive work he did in revising the handbook to ensure compatibility of state and national regulations/information.

In June 2006, State Advisor Lorraine G. Stephens reformatted the materials to enhance the usage of the CD version of the resource guide. The content was revised in 2009.



Career and Technical Student Organizations

Career and technical student organizations (CTSOs) provide a unique program of career and leadership development, motivation and recognition exclusively for middle/junior high, secondary and postsecondary students enrolled in career and technical education programs.

Purpose

Career and technical student organizations are not "clubs" of which only a few career and technical education students belong. Rather, a CTSO is a powerful instructional tool that works best when it is integrated into the career and technical education curriculum and classroom by a career and technical education instructor who is committed to the development of the total person. Career and technical educators have long recognized the importance of providing students with job and career related training that complements the job specific skills needed for entry into a particular career field.

The career and technical student organization program of activities can complement, strengthen, and be an integral part of instruction in a career and technical education program. Combined with classroom instruction, youth group activities give greater scope and depth to the total instructional program. Success in a vocation is dependent in part upon attitudes and human relationships that can be developed within an educationally oriented career and technical education youth group. Competitive events, community service projects, and leadership development activities planned for students under the guidance and direction of the career and technical education teacher add to students' development.

The CTSO program of activities can be a motivational force to career-oriented students. Participation in the total program of activities can stimulate student interest and create a desire to excel in their studies, their occupations, and their careers.

The student organization, Future Business Leaders of America, is an important component of a business education department. It provides an excellent opportunity for students to develop leadership ability and to expand their knowledge of business through local, regional, state, and national service projects, business-related activities, and competitive events.



What Is FBLA?

FUTURE BUSINESS LEADERS OF AMERICA (FBLA) is the national student organization for all secondary school students participating in business and information technology education programs. It involves students in chapters in the united fifty states, Guam, American Samoa, The Canal Zone, Puerto Rico, The Virgin Islands, and Department of Defense Dependent Schools worldwide. All local chapters operate under the supervision of a state chapter, and all function within the framework of the national organization.

Membership is open to secondary school students, grades 6 through 12, enrolled in business and business-related courses, who accept the purpose of FBLA, subscribe to its creed, demonstrate willingness to contribute to meaningful school-community relations and possess qualities for employment.

FBLA is designed to function as an integral part of the instructional program of the business education curriculum. The purpose of the organization is to

"...provide opportunities for secondary school students to develop vocational and career supportive competencies for business and office occupations and to promote civic and personal responsibility."

FBLA is operated in cooperation with the U. S. Office of Education, the Association for Career and Technical Education, the National Business Education Association, the National Association of Secondary School Principals, and the National Coordination Council of Career and Technical Student Organizations.

BENEFITS OF FBLA MEMBERSHIP

The national and state chapters of FBLA exist as an integral part of the instructional program for its members. FBLA relies primarily on member dues to provide the student with a broad range of publications, programs and services custom-designed to emphasize each member's personal growth and development. FBLA membership is an investment that yields big future dividends.

Future Business Leaders of America provides opportunities for:

- ★ enhancing self-confidence and leadership skills through chapter leadership activities
- ★ sharpening public speaking skills by leading discussions, presenting workshops, and giving speeches



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- ★ building friendships through chapter team activities and at conferences
- ★ applying money management techniques by developing chapter and project budgets
- ★ acquiring the skills needed to compete in the job market
- ★ networking with business leaders to increase job prospects and mentoring opportunities
- ★ participating in conferences and workshops on leadership skills, image, etiquette, time management, goal setting, decision making and career development
- ★ competing in FBLA competitive events

GOALS OF FBLA

Every FBLA program, service and activity has been designed to achieve one or more of the following organization goals:

- ★ develop competent, aggressive business leadership
- ★ strengthen the confidence of students in themselves and their work
- ★ create more interest in and understanding of 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



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FBLA PLEDGE

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

FBLA CREED

I believe education is the right of every person.

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

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

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

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

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

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



FBLA CODE OF ETHICS

I will be honest and sincere.

I will approach each task with confidence in my ability to perform my work at a high standard.

I will willingly accept responsibilities and duties.

I will seek to profit from my mistakes and take suggestions and criticisms directed toward the improvement of myself and my work.

I will abide by the rules and regulations of my school.

I will exercise initiative and responsibility and will cooperate with my employer and fellow workers.

I will dress and act in a manner that will bring respect to me and to my school.

I will seek to improve my community by contributing my efforts and my resources to worthwhile projects.

Relationship Of Career And Technical Student Organizations To Career And Technical Education Programs

Career and technical student organizations (CTSOs) are extremely effective as "instructional tools" when used properly by a trained career and technical educator. While some have referred to CTSOs as being "co-curricular," others have felt that CTSO activities are "curricular." Regardless of the term that is preferred, there is no question that CTSOs are not "extracurricular." CTSO activities are integral to career and technical education when they:

- a. are instructional strategies used to develop, improve and expand occupational competencies related to a particular career and technical education subject matter and as such increase the relevance of the instruction;
- b. are an extension of the classroom/laboratory instructional program, which enriches and enhances classroom/laboratory learning;
- c. present organized activities for students to gain personal and leadership skills making them more employable, and preparing them to become productive citizens and assisting them in assuming positive roles in the home and community;
- d. demonstrate goals and purposes which parallel the philosophy of career and technical education, the subject matter (or program area) which the organization reinforces, and are compatible to the overall purpose and objectives of career and technical education today; and,
- e. provide training and realistic learning experiences in an organized educational program, which is directly related to the preparation of individuals for employment in careers and preparation for their role as family members.

Career and technical student organizations are an integral part of career and technical education. Being an integral part means CTSOs are tools of instruction, which reinforce through activities what the student learns in the classroom and/or on the job. Integrated chapter activities improve the effectiveness of every career and technical education program and help the student become more employable.



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Career and technical student organizations, classroom instruction, and/or cooperative training experiences are components in the total career and technical education program and should be directly related to one another.

Classroom instruction involves the organized presentation and application of knowledge, skills, and attitudes. Supervised occupational experiences require the individual student to apply in an actual work setting the knowledge, skills, and attitudes acquired through classroom instruction and supervised occupational experiences. Integrated FBLA chapter activities improve and tie together the existing curriculum.

Integrated FBLA activities make career and technical teaching more effective by providing invaluable experiences in group dynamics that enable students to accept themselves within the total group situation. Chapter activities can also provide for the development of leadership, development of dignity for work, promotion of standards of excellence, encouragement of broader educational experiences, and encouragement of cooperative efforts. In addition, FBLA can provide motivation toward the development of technical skills through the use of techniques such as competitive events, recognition events, and awards programs.

After completion of their training, career and technical education program graduates are thrust into a highly competitive labor market. Success will be enjoyed most by those who possess the "competitive edge" that participation in a career and technical student organization provides. Compared to academic programs, career and technical education is a magnificent strategic tool that provides students with the leadership and membership skills needed to achieve higher levels of personal and career success in adult life.

When implemented properly, a career and technical student organization can be a positive force for:

- a. increasing program enrollments;
- b. gaining maximum program visibility;
- c. involving employers;
- d. securing commitment and important support groups;
- e. motivating career and technical education students and instructors to high levels of personal and group performance;
- f. recognizing excellence; and,



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- g. providing the means by which personal and career goals become realities for career and technical education students.

The career and technical education classroom and curriculum can become energized by providing an FBLA chapter in which students can develop, practice and refine skills that distinguish them from others in the workforce. The mission of career and technical education and career and technical student organizations is to provide students with the very best preparation available to enhance their job performance and competitiveness in their chosen profession. Career and technical education students who are not "leadership ready" may not be as valuable in tomorrow's workforce. By fully integrating the career and technical student organization into the classroom and curriculum, career and technical education programs are able to provide students with the edge needed to be adaptable, innovative and competitive in the workforce.

Keep in mind that career and technical student organizations are an integral part of the total career and technical education program, are supported and encouraged by federal legislation and the State Plan, and are recognized by business and industry. The Carl D. Perkins Vocational Education Act of 1984 recognized the value of CTSOs when it stated:

Vocational Education is defined as "organized educational programs which are directly related to the preparation of individuals in paid or unpaid employment...and vocational student organization activities as an integral part of the program."

A Resolution adopted several years ago by the North Carolina State Board of Education relative to career and technical student organizations is reprinted below.

RESOLUTION

Whereas, youth organizations have contributed significantly to the motivation, education and total development of students enrolled in occupational education through activities which develop leadership abilities, citizenship skills, social competencies, and a wholesome attitude toward living and work;

Whereas, it is the policy of the Office of Education and of the Congress to encourage and support youth organizations;

Whereas, the 1972 State Plan for Occupational Education in North Carolina lists as one continuing objective that of promoting student organizations within an



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effective structure to provide certain learning experiences occupational education programs; and

Whereas, it is obvious from available information that less than 30% of those students enrolled in occupational courses for which youth organizations exist have the opportunity or use the opportunity to participate in youth organizations; therefore, be it

RESOLVED, 1. That the state Board of Education reiterate its position on occupational education youth organizations by adopting the following statement:

"Youth organizations shall be organized as integral parts of occupational education instruction programs in public schools to complement and enrich instruction. Local plans for occupational education shall contain adequate provision for the support of each youth organization affiliated with the occupational education program(s) offered in each school;" and

2. That the State Department of Public Instruction promote and support youth organizations and occupational education by:

- a. informing all appropriate LEA personnel regarding the policy adopted by the Board;*
- b. encouraging appropriate LEA personnel to make provisions for youth organizations to meet periodically during the school day to conduct youth programs and activities;*
- c. encouraging all occupational education teachers to assume some responsibility for planning and implementing organized youth organization activities;*
- d. providing appropriate pre-service and in-service education programs to assist teachers in the effective performance of their duties and responsibilities in youth organizations; and,*
- e. planning for the continuous systematic evaluation of youth organizations as a part of the program evaluation.*



North Carolina FBLA History

Future Business Leaders of America grew out of a proposal made by Dr. Hamden L. Forkner of Teachers College, Columbia University, New York City. For his work with the organization, he is known as the "Father of FBLA." Official sponsorship of FBLA was assumed by the National Council for Business Education (later to become the National Business Education Association) at its fall meeting in 1940. The first FBLA chapter was organized in Johnson City, Tennessee, on February 3, 1941. Two days later a second chapter was started in St. Albans, West Virginia. By the end of that year, thirty-nine chapters were added. Today, FBLA has grown to more than 13,000 local chapters with over 250,000 members. The first National Convention was held in Chicago, Illinois, on May 30-31, 1952.

FBLA-PBL in North Carolina has grown rapidly since the state chapter was organized in the spring of 1954. At that time, there were fewer than twenty chapters in the state. By 1959, the number of FBLA-PBL chapters in North Carolina had grown to seventy-seven.

Dr. James L. White, School of Business, East Carolina University, Greenville, organized the North Carolina State Chapter and served as State Chairperson of FBLA-PBL for ten years. Because of his contributions to the state chapter, the FBLA-PBL Executive Committee established a scholarship in his honor in 1966. The "James L. White Scholarship Award" is presented annually at the FBLA State Leadership Conference to outstanding graduating high school seniors with career goals in the field of business or business education.

In the spring of 1955, the first FBLA-PBL State Convention was held at East Carolina University. There were 262 delegates representing 20 chapters in attendance. At the 1969 FBLA-PBL State Convention held in Durham, there were 750 delegates representing sixty-five chapters. Because of the growth of FBLA-PBL, the FBLA-PBL Executive Committee deemed it advisable to operate two organizations separately, and the separation was made effective July 1, 1969.

Beginning in 1966-67, the State FBLA-PBL Chairperson from the State Department of Public Instruction worked cooperatively with the State Advisor in providing state level leadership to North Carolina FBLA-PBL. Mrs. Katherine Brown Meadows served as State Chairperson and she appointed Mrs. Joyce Keller to serve as State Advisor. Effective July 1, 1976, the national FBLA-PBL office approved the state appointment of Ms. Elizabeth Douglas as the North Carolina State Chairperson for FBLA-PBL. Ms. Hattie Blue was approved to serve as State Chairperson in 1984, upon the resignation of Ms. Douglas. During the 1989-90 academic year, James Taylor was approved to serve in the position of



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State Chairperson. In 1995, Kenneth W. Smith assumed the State Chairperson and was followed by the current State Chairperson, Claudia Skinner, who was appointed in 2005.

Several individuals have served as State FBLA Advisor during the growth of the state organization. Beginning with the appointment of Elizabeth Douglas as State Advisor, this position was held by a business education consultant in the Department of Public Instruction. Rick Bogart served as State Advisor following the resignation of Ms. Douglas. Hattie Blue served as State Advisor from 1983-1985, while also serving as State Chairperson. During the summer of 1985, Bob Wrisley was named State Advisor, and he held this position until the fall of 1989. Following his resignation from the Department of Public Instruction, Julie Johnson was employed as a business education consultant and was given the responsibility of State Advisor. She held this position until the summer of 1991. Isabel Mayo served as FBLA State Advisor until Spring 1992 when Debora Hollingsworth was assigned this responsibility. Following Ms. Hollingsworth's resignation, Claudia Skinner became the State Advisor in Summer of 1997. Mrs. Deborah Seehorn was assigned this responsibility in 2000, followed by Bob Wrisley in 2005, and Lorraine Stephens in 2006.

During the school year 1975-76, North Carolina FBLA was organized at the level to include each of the eight educational regions in the state. Currently, a fall leadership development workshop is held in each of the regions and competitive events are held during the winter each year. An elected vice president from the region, along with the regional advisor, provide regional-level leadership to FBLA.

As one of the objectives of the State Chairperson, a Board of Directors was established in the spring of 1977. The formation of the Board gave state-wide representation to FBLA as each region elected a regional advisor to serve as a member of the Board. Regional Board members are local chapter advisors and are elected for a three-year term to the Board. Also serving on the Board are the elected state officers who serve a one-year term.

The Business Education Division of the North Carolina Association for Career and Technical Education began sponsoring a scholarship to the Broyhill Leadership Conference during the 1988 State Leadership Conference. One outstanding local chapter officer and one outstanding member receive this scholarship each year to attend the Leadership Camp, conducted by the Tomorrow's America Foundation, in North Carolina during a four-day period during the summer.

Notable growth has taken place in all phases of FBLA over the years. Several competitive events have been added; others have been updated to keep abreast with trends in business technology and changes in the workplace. The business community is becoming more involved in activities of local chapters.



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Membership has experienced gains and losses over the years but is currently (June 2008) at 232 active chapters, 5,848 active high school members, and 1,366 active middle school members. In June of 2007 our membership consisted of 232 active chapters, 5,848 active high school members, and 1,366 active middle school members. For the past several years, the North Carolina state chapter has ranked as one of the top chapters in the nation, and recognition continues to grow.

State Responsibilities for North Carolina FBLA

(Please see footnotes below that indicate the changes the State has made in their level of responsibilities.)¹

Future Business Leaders of America in North Carolina is the official career and technical student organization for Business Education. It is the state Board of Education's philosophy that FBLA is an integral and vital part of the Business Education curriculum.

Administratively, the state chapter is under the auspices and authority of the North Carolina State Board of Education. State-level leadership is provided through the Division of Instructional Services, State Department of Public Instruction.

The State Department of Public Instruction is responsible for identifying the appropriate staffing and staff functions in order to meet national guidelines for CTSO affiliation and state plan objectives for CTSOs. To facilitate the integration of FBLA activities into the local career and technical education program, the State Department provides the following types of support:

- a. encourage the implementation of FBLA in all business education programs;
- b. provide administrative support to the state association;

¹ During 2007, 2008, and 2009 the state significantly changed the responsibilities it has for the FBLA State Officer. Those changes include:

- Skeleton level administrative support is provided
- Travel, postage, printing and clerical support expenses are no longer provided
- Storage space is now secured at an outside storage facility. This is an FBLA expense.
- Local, Regional and State meetings are sponsored by FBLA
- In-service training for local chapter advisors is not conducted by the state
- Officer training and workshops are not sponsored by the state



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- c. provide a state advisor (who has career and technical education program expertise and professional tenure and expertise) to manage the state association;²
- d. provide for expenses incurred in managing the state association, including telephone, travel, postage, printing, office space and clerical support³
- e. provide meeting rooms, storage space and interdepartmental support services for the state association;
- f. provide administrative support that enables the state association and the state advisor to operate according to the state and national constitutions and bylaws within state policies and guidelines;
- g. provide administrative support that enables local chapters and advisors to operate according to the local, state and national constitutions and bylaws and within state policies and guidelines;
- h. publish handbooks and newsletters that communicate the policies and guidelines of the local, state and national organizations;
- i. sponsor local, regional and state meetings/conferences;
- j. conduct in-service training for local chapter advisors;
- k. conduct officer training workshops for local and state officers;
- l. encourage the use of sound fiscal management policies and guidelines to ensure compliance with accepted accounting practices and sound association management;
- m. work closely with local career and technical education administration and instructors to gain the most from business education and FBLA;
- n. encourage career and technical education teacher educators to conduct pre-service and in-service courses to increase the effectiveness of FBLA when integrated into the career and technical education classroom;

² The appointment of Ms. Stephens as State Advisor did not follow this guideline

³ Travel, postage, printing, and clerical support are no longer provided as of 2007



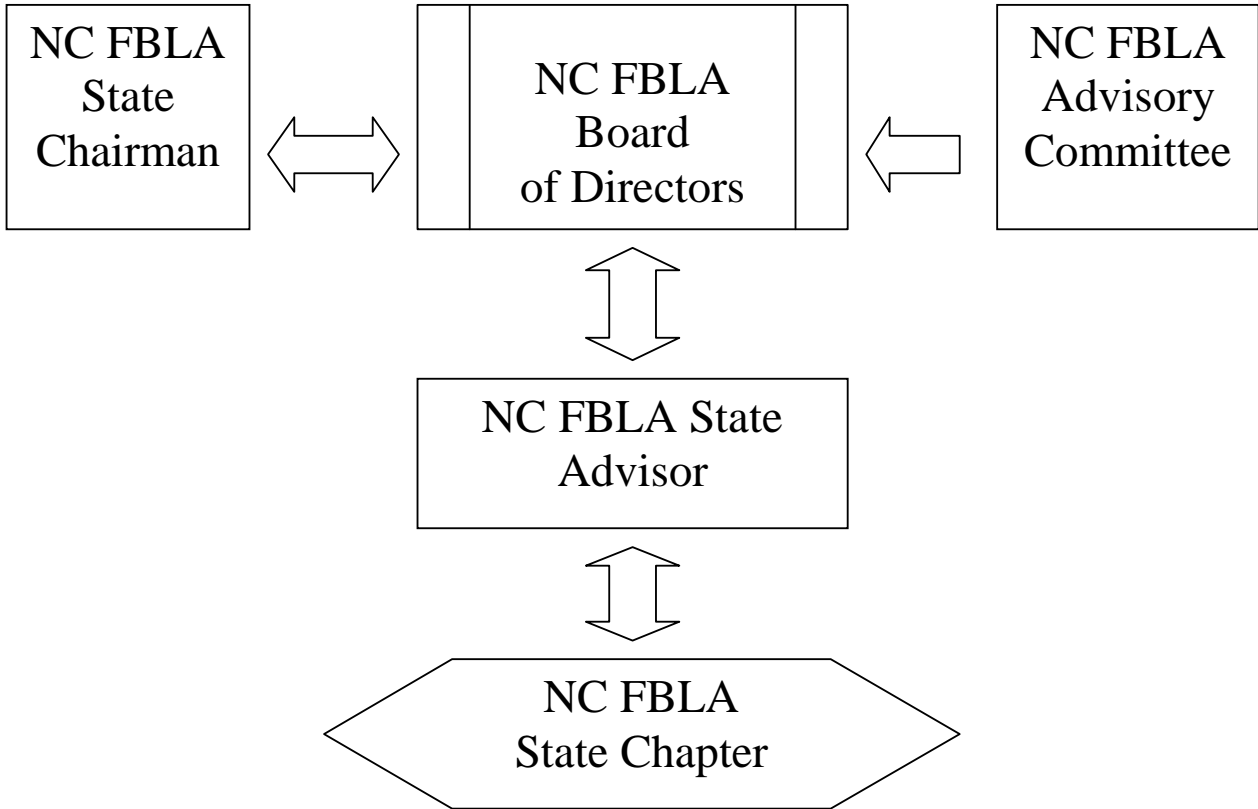
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- o. work closely with the national FBLA office in developing and completing a meaningful program of work for the organization at local, state, regional and national levels; and,
- p. seek creative and innovative approaches to remove those barriers that reduce the effectiveness of FBLA

In addition, the operation of the state chapter receives assistance and support in an advisory capacity from the eight elected regional Board members, the Executive Council, and the State Business Education Advisory Committee members.



FBLA State Organizational Chart





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3. You will receive an email from FBLA National stating:

*Greetings from the FBLA-PBL National Center.
We are delighted to see you have requested a Chapter Organization Packet. You may download that form for easy convenience. Simply fill out the back pages and follow the directions. We are hoping that you are ready to start a chapter with the strongest and largest business student organization in the country: FBLA-PBL. When you submit your completed form, we will then assign you a chapter number and you may begin registering students online.*

*Our team stands ready to assist you as you form your new chapter at the middle school, high school, and/or the collegiate level. We want to do all we can to promote the growth of FBLA-PBL. We have a great product and we continue to improve in every category: competitive events, integrated curriculum, national conferences, and instructional technology.
Please call upon me if I can be of assistance!*

4. The State Advisor will be notified that you have an interest and will send this information to the member of the Board of Directors for your region. They will contact you and provide assistance in forming your chapter.

2. **Become Enthusiastic**

After you have studied all available information, the next step should be very easy. Become **ENTHUSIASTIC!** When you realize how much FBLA can do for your students, your business education department, your school, your community, and yourself as an advisor, you will be enthusiastic. Enthusiasm is an important part of your FBLA program—you will find that it is quite contagious. In order to have your students, administrators, and fellow business education teachers become enthusiastic, you must show your enthusiasm.

3. **Discuss FBLA with Other Business Teachers and Administrators**

The next step is to inform the other business teachers of your plan to start a chapter. You may find that some of them will wish to serve as co-advisors or offer their services for future projects. Remind them that FBLA is an important part of the total business education program and ask for their support as you approach the administration to start your chapter.

In order to have a successful FBLA program, you will need not only the permission of your administration but also their support. Before you approach them, be sure you are well organized, knowledgeable, and enthusiastic. Be sure to explain to them the added publicity that neighboring schools are receiving because of their FBLA chapters.

4. **Inform Business Students of FBLA**



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Select five to ten business students who can serve as the nucleus of your chapter. Choose students who are potential leaders. When explaining FBLA to these students, utilize all available resources. Invite FBLA members and their advisor(s) from another chapter to discuss the purposes and activities of FBLA. Generate as much information in this nucleus as you can, since they will help you “sell” FBLA to the rest of the business students.

This nucleus, in groups of two or three, should then visit all business education classes. This is one time that you will need the support of the other business teachers in your school. While visiting the classes, the students might distribute a student-prepared handout including the purposes, special projects, competitive events, and other activities of FBLA. The excitement from the nucleus will radiate enthusiasm to the other students. The time and place of an organization meeting should be announced and all business education students should be invited.

5. Publicize and Plan Organizational Meetings

Be sure that the organization meeting is publicized well in advance. Post signs, make announcements, prepare bulletin boards, and encourage all the business teachers to “talk it up” in their classes. At this meeting, you should continue to explain the FBLA program. A tool that does a great job is a PowerPoint presentation available from the National FBLA Website www.FBLA-pbl.org. This presentation describes many local, state, and national activities.

6. Conduct Organizational Meeting

At this organizational meeting, chapter officers may be elected. Suggested officers are president, vice president, secretary, treasurer, and reporter. The chapter may also want a historian and a parliamentarian. In addition to electing officers, select at least three committees—constitution, finance, and installation ceremony. Additional committees may be formed as needed. These three initial committees will make the starting of an FBLA chapter much easier for the advisor. Involve the members as soon as possible!

Your members must also decide on the dues for the year. State and national dues are required and are listed on the current membership forms. Local dues are optional; however, you will need money in your treasury as you begin chapter activities. Before the members leave this meeting, be sure they sign a membership list if they are interested in joining. This will give you an idea of how many students are interested.

7. Work with Newly Elected Officers and Committees



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After the organizational meeting, the treasurer should start collecting dues from interested students. The treasurer may have to contact some students personally and encourage them to pay their dues by the deadline. After the dues are paid, the treasurer should prepare a membership list.

The committees that were formed at the organizational meeting should also be working. The constitution committee should be writing the new constitution. They may use as a guide the sample provided in the Chapter Organization Packet available from the state FBLA office. After the constitution is written, the entire membership should vote to adopt it at a chapter meeting. The fund-raising and installation ceremony committees should also be working on their plans for upcoming projects. Be sure every chapter member is functioning as an officer, a committee chairperson, or an active committee member.

8. Submit Items to the FBLA National

Since registration is online, once you have received your chapter number and password you will be able to enter your chapter members directly into the national database. Once that is complete the following items should be sent to the address provided for the National Office.

- a. copy of your application for charter
- b. remittance of state and national dues

9. Plan and Conduct Installation Ceremony

The installation ceremony is a formal candlelight ceremony. At this time the chapter charter is issued and your officers are installed by a representative from the state FBLA office, a state officer, or members of another active FBLA chapter. An outline of the ceremony is provided in the Chapter Organization Packet as well as in the appendix of this handbook.

One of the first things you must do as you start planning your ceremony is to set a time and place. Usually a weeknight in the school auditorium or cafeteria serves the purpose. You should invite a guest speaker, either from FBLA or from the local community. Invite your business teachers, local Workforce Development Education director, administration, school board members, advisory committee members, parents, and someone from the local newspaper. Be sure to have the installation ceremony publicized. At the conclusion of the program, refreshments may be served.



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10. Plan and Conduct Additional Activities

Some project or activity should be started as soon as possible after the official chapter installation ceremony to avoid losing any enthusiasm. Refer to the "Local Chapter Structure and Management" and "Chapter Activities" sections of this Handbook for additional activities and projects to keep students involved within the chapter. A Chapter Management Notebook is, an excellent reference, is available on the state website (www.ncFBLA.org). This notebook is also available on the state FBLA website (www.ncFBLA.org). Start making plans for participation at the regional, state, and national leadership conferences. Continue working with neighboring FBLA chapters and with your advisory committee. Keep your newspaper informed of all of your chapter activities. Keep your members active and happy. Good luck!



Local Chapter Structure and Management

Future Business Leaders of America can be of value to all business education students and to all students interested in careers in the business field. Participation in civic projects, partnership with business projects, fund-raising projects, social awareness projects, and career development projects, as well as personal experiences related to business and the profession can stimulate interest and the self-motivation needed for students to succeed in school and in their chosen careers.

The Business Teacher and FBLA

FBLA provides a natural avenue for a teacher to recognize individual and group achievement. In addition to a sense of accomplishment, the business teacher may find that the teaching load becomes lighter when the student-members become the "doers" with the teacher serving as the "advisor" in a counseling and guidance role. An active chapter, properly utilized, can bring community, state, and national recognition to members, their advisors, and their school.

Future Business Leaders of America activities in an active chapter can help the business teacher:

- ★ encourage student responsibility;
- ★ complement classroom and/or employment instruction;
- ★ develop student leadership;
- ★ develop and strengthen a close student-teacher rapport;
- ★ instill proper attitudes and social responsibility.

The Business Teacher as FBLA Advisor

The success of an FBLA chapter hinges on many factors, but the most important factor is the chapter advisor. Certain personal qualities, such as enthusiasm, vitality, insight, initiative, patience, a good sense of humor, professionalism, adaptability, confidence, stamina, and a genuine liking of young people and a respect for their ideas are essential if an advisor is to be successful.

No organization can move forward without the proper guidance of a dynamic, dedicated leader. Thus an advisor should be a good planner and organizer and a capable leader. The advisor must display integrity, perseverance and initiative in professional and daily activities.



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FBLA is a vital component of the business curriculum. It should be an essential part of the classroom in all business education courses. One way to implement FBLA is to bring it into the classroom, with some meetings, instructional activities and projects planned and organized as part of the instructional program.

It is important that ALL business education teachers assist with FBLA activities. One business teacher must accept the responsibility of overall leadership to the organization. The other business teachers may serve in the role of co-advisors or assistant advisors.

Teachers/advisors may serve in various capacities to the local chapter, such as being the advisor to various committees. Committees may be designed in the areas of finance and fund-raising, program, leadership development, special projects (service, community, partnership with business), public relations, membership promotion, and others.

In addition to advising various committees, ALL business teachers should actively promote the organization and recruit new members for their local chapter.

Local Chapter Organization Plans

Plan A: Most local chapters will use a general chapter organization plan like the one illustrated in Plan A. Using this plan, a chapter will have one set of officers to lead the organization with the assistance of the advisor(s). This organizational plan works well when the school has an activity period during the day or the chapter is able to meet as a total group sometime, if not during the school day then before or after school or in the evening.

All members should be serving in the chapter as an officer, committee chairperson or committee member. All members should be involved in the local organization. If a member does not feel that they are a part of the organization, or that they are contributing to the growth of the organization, or that they are benefiting from being a member they will not feel a need to attend meetings and be active.

Plan B: Mini-chapters may be organized within the overall local chapter. Using this organizational plan, mini-chapters (serving as units or branches of the main chapter) can be organized by daily class periods like the one illustrated in Plan B. Each teacher serves as a



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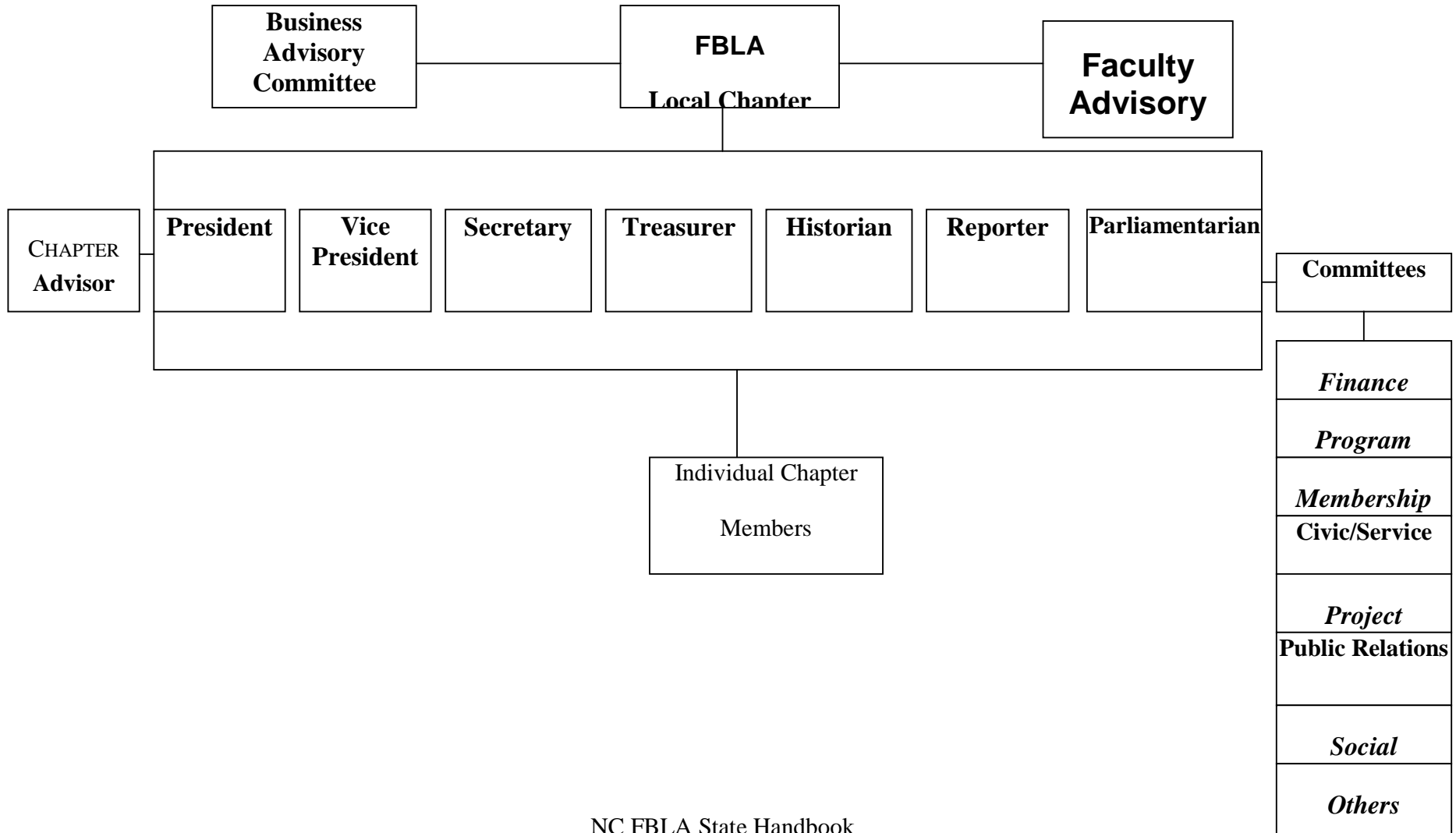
co-advisor to each class he/she teaches. These classes could be mini-chapters of the total local chapter. This organizational plan could be used in a school that does not have an activity period during the school day and finds it difficult to meet on a regular basis during the school year.

Each mini-chapter could have officers. The officers of the mini-chapters would serve on the executive committee for the total chapter. Officers could be elected for the total chapter. Mini-chapters meetings could be held periodically during each class period, and a meeting of the total chapter could be held on a less frequent basis, perhaps meeting every other month during the school year.

Mini-chapters would operate under the local chapter constitution and bylaws. The mini-chapters goals and activities would be related to and supportive of the overall program of work prepared for the total chapter.

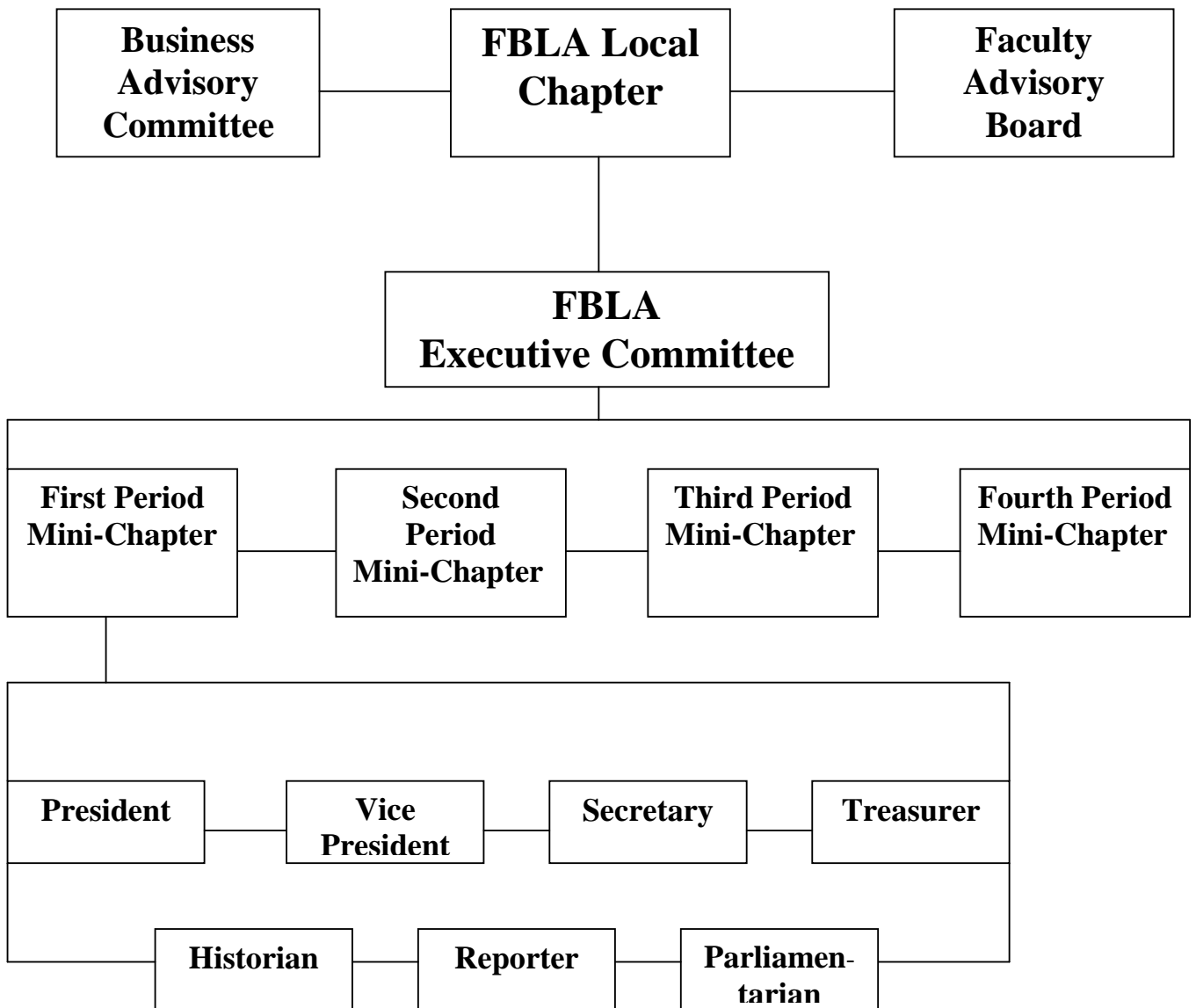


GENERAL ORGANIZATION CHART – PLAN A





GENERAL ORGANIZATION CHART – PLAN B





Chapter Installation Ceremony

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

MATERIALS NEEDED:

- ★ Two tall white candles
- ★ Several shorter candles: gray, green, violet, blue, yellow, orange, and red
- ★ Official charter from the National FBLA office
- ★ Names of charter members

SCRIPT

Installing Official: (*Standing*) The Future Business leaders of America is a national organization for business students who are preparing for careers in business or business education. I have been authorized to conduct the installation of the (school name) chapter in to the national organization Future Business Leaders of America.

Since the letters FBLA are used to designate the organization, its units and members, it is fitting that we consider what these letters and the words they represent mean to our organization.

Future: Our daily educational experiences and our involvement in leadership activities prepare us for the future—a time to accept challenges.

In FBLA we will find the tools to prepare for the future. We will profit from the experiences of others, those who have preceded us, as well as our teachers and others with whom we associate. Our studies and activities will help us meet changing conditions and further our understanding of the world's varied economic systems.



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Business: We realize the importance of education and training in business methods and procedures. We appreciate the roles of business and education in our daily lives.

Leaders: The future of our country depends on the quality of leadership. Leadership implies honor, foresight, tact, competence, dependability, discretion and integrity. A leader must listen, withstand criticism and be flexible. A leader accepts failure in stride but is willing to profit from it. As members of FBLA it is our duty to prepare for the enormous responsibility of business leadership in the years ahead.

America: If America is to remain a world leader, intelligent women and men are needed to guide our country. As members of FBLA, we prepare ourselves for this responsibility by studying America's past and analyzing her present. The initiative and success of leaders in business will help shape the future of America. Through FBLA we will strive for leadership in the field of business, thereby helping to strengthen America. (Suggestion: Provide a brief history of FBLA-PBL, Inc.)

Our organization has a definite and worthwhile list of goals. I should like to ask (name of assistant installing officer or member of the installation team) to read these goals.

Assistant Installing Official: (*Standing, reads the FBLA Goals*)

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

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

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

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



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(Speaking to the members) You have heard the vows that these officers of your chapter have taken. In your presence, I now declare them officially installed as officers of the (*school*) chapter of FBLA for the year, 20__.

(Speaking to the officers and members, and particularly to the chapter president) By the authority of FBLA-PBL, Inc., I am pleased to present you with the official charter of your chapter. *(Reads the charter.)* By virtue of this charter, this chapter now becomes a part of the national organization. You now have the privilege and the responsibility of operating under the name Future Business Leaders of America and as a part of the North Carolina state chapter and the national organization. The responsibility of making the (*school*) chapter a success rests with its members and officers.

Installing Official: The FBLA chapter president, (*name of your president*), will give the oath of membership to the charter members of the chapter. *(Chapter officers turn and face the audience.)*

Chapter President: The secretary will now read the names of the charter members of the (*school*) chapter of FBLA. As the names are read, the members will please rise and remain standing until all members have been presented.

Chapter Secretary: *(Reads slowly the names of each charter member. Charter members stand as their names are called and remain standing until the oath has been administered.)*

Chapter President: Each of you, please raise your right hand and repeat the oath of membership in unison after me:

I do solemnly promise/ to uphold the aims and responsibilities of FBLA/
and, as an active charter member, / I shall strive to develop the qualities
necessary/ to become a leader in business/ and in the community in
which I live.

As president of the (*school*) chapter of FBLA, I declare you duly inducted as charter members.

Installing Official: *(Name of assistant installing official or member of installation team)* will lead the members in reciting in unison the FBLA creed.

Assistant Installing Official: *(Leads the members in reciting the creed, which is printed in the program or duplicated on handout sheets.)*



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

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

Parliamentarian: I do.

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

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

Historian: I do.

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

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

Reporter: I do.

Installing Official: I now declare you in the name of FBLA the reporter. (*Reporter selects the violet candle from the table and lights it from the white*



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candle.) This violet candle symbolizes the inspiration and enlightenment that can be brought by reporting the activities of the FBLA chapter of (*school*).

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

Treasurer: I do.

Installing Official: I now declare you in the name of FBLA the treasurer. (*Treasurer selects the blue candle from the table and lights it from the white candle.*) This lighted blue candle symbolizes the trust and confidence that the members have in your ability to safeguard all funds.

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

Secretary: I do.

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

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

Vice President: I will.

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

(*Name of president*), president. (*President comes forward.*) The members of the (*school*) chapter of FBLA have bestowed upon you a great honor in electing you the president. Your major responsibilities are to lead and encourage this chapter in all its activities. It is your duty to



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preside at all meetings and see that they are conducted in accordance with the constitution and correct principles of parliamentary practice. Do you accept this responsibility?

President: I do.

Installing Official: I now declare you in the name of the FBLA president. (*President selects the red candle from the table and lights it from the white candle.*) This red candle is the symbol of your duties and obligation to the chapter and its members.

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

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



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INDUCTION OF NEW MEMBERS

The president and advisor are seated behind a long table; the other officers are seated at individual tables. The guide leads the initiates to the front of the room where they form a semicircle and remain standing in front of the officers until the close of the ceremony. As in the chapter installation, a candlelight service is often used.

Guide: Ms./Mr. President, these candidates have expressed a desire and meet the necessary requirements to become members of the (*school*) chapter of FBLA.

President: (*to the candidates*) We accept you as candidates for membership in the (*school*) chapter of FBLA. Before you become members, however, let us consider the meaning of the words in the name of our organization.

(Officers of the chapter may be used for reading the meaning of each of the words in the name of the organization. An explanation is found in Appendix B.)

President: You have just heard the meaning of the letters used in our title. We are a national organization for business students who are preparing for careers in business and business education.

The organization is based on a definite set of goals including the development of competent, aggressive business leadership; creation of more interest and understanding of American business enterprise; and participation in worthy undertakings for the improvement of business and citizen ship.

Each of you, please raise your right hand and repeat the oath of membership in unison after me:

I do solemnly promise/ to uphold the aims and responsibilities of FBLA/
and, as an active member,/ I shall strive to develop the qualities
necessary/to become a leader in business/ and in the community in which
I live.

As president of the (*school*) chapter of FBLA, I declare you duly inducted as chapter members.



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EMBLEM CEREMONY

The organization's official emblem should be constructed from paper, cardboard, felt, or wood large enough for handling and be visible for several feet. It should have eight (8) removable parts: a likeness of an eagle, the words Service, Education, Progress, Future, Business, Leaders, and America. An alternative would be to use several prepared slides that contain each addition to the FBLA emblem.

The emblem ceremony can be presented at official chapter functions. Each chapter officer will take a single part of the emblem, explain what the term represents, and at the conclusion of the ceremony, a completed emblem will be displayed.

The president raps the gavel once for the group to come to order and the members involved with the ceremony take their places.

President: You are about to witness the emblem ceremony in which the significance of each component of our emblem is described. (*President raps gavel once more, and the members stand.*)

(*President stands at the rostrum and picks up the eagle.*) The eagle denotes our belief in democracy, liberty and the American way of life. (*Affixes the eagle to the stand and steps back a few feet from the rostrum.*)

Member No 1: (*Moves to the rostrum and picks up the word "Service".*) The word service denotes the idea that every individual should be interested in and take responsibility for promoting better social, political, community and family life. (*Affixes the word and steps back.*)

Member No 2: (*Moves to the rostrum and picks up the word "Education".*) The word education is symbolic of the idea that education is the right of every individual in America. (*Affixes the word and steps back.*)

Member No 3: (*Moves to the rostrum and picks up the word "Progress".*) The word progress represents the challenge of tomorrow which depends upon mutual understanding and cooperation of business, industry, labor, religious, family and educational institutions and by the people of our own and other lands. (*Affixes the word and steps back.*)



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Member No 4: (*Moves to the rostrum and picks up the word "Future".*) The word future reminds us that the future of the world depends upon the quality of leadership we are able to produce and we in FBLA will be the business leaders of the future. We must learn to recognize situations in which our individual talents will become useful. (*Affixes word and steps back.*)

Member No 5: (*Moves to the rostrum and picks up the word "Business".*) The world of business is our world. To be successful in business, a person must be educated both formally and informally in business methods and procedures and in the basic principles of our economic system and government. (*Affixes word and steps back.*)

Member No 6: (*Moves to the rostrum and picks up the word "Leaders".*) The word leaders represents the search for knowledge in order for us to become better citizens. This knowledge will prepare us for the great task of leadership in years ahead. (*Affixes word and steps back.*)

Member No 7: (*Moves to the rostrum and picks up the word "America".*) Finally, we think about America. The future of America depends upon our generation. We should pledge ourselves to use any abilities endowed to us to make America a better place for everyone. (*Affixes word and steps back.*)

President: (*Moves to the rostrum and gives closing.*) All the words now attached stand for (*pauses*) Future Business Leaders of America. The shield stands for our organization, which provides opportunities for each member to become a leader of tomorrow. The ceremony will close with all members reciting the FBLA Creed. (*All members say the creed in unison.*)



Local Chapter Yearly Planning Report

Chapter No.	School	Region
-------------	--------	--------

I. Plan of Activities for the Year:

How often chapter meets: _____

Time of meetings: _____

Length of meetings: _____

Location of meetings: _____

II. Proposed Program of Work for the Year:

Month	Brief Description
-------	-------------------

September _____

October _____

November _____

December _____

January _____

February _____

March _____

April _____

May _____

June _____

Major Project for the year: _____

Advisor's signature and date

President's signature and date



Committee Planning Form

Committee _____

Activity	Steps to Complete	Target Dates	Cost	Progress and Evaluation



Committee Report Form

Committee Name	
Date	
The _____ (<input type="checkbox"/> Committee / <input type="checkbox"/> Sub Committee) met on _____ (date(s)) to discuss _____	

The following points were considered:

It is the recommendation of the committee that the following action be taken:

Member's Signature _____

Chairman _____

Advisor _____

Advisor: I move that this report be accepted. Or:

As a result of the committee's recommendations, I move that:

(Specific wording of the motion.)



Local Chapter Evaluation Form

Directions: Read each of the following statements and decide which rating is most appropriate for each statement.

	<u>Good</u>	<u>Fair</u>	<u>Poor</u>
	3 Pt	2 Pt	1 Pt
Active Participation:			
All Business students were invited to join	_____	_____	_____
At least 50% of business students joined FBLA	_____	_____	_____
Members were interested, active, and cooperative	_____	_____	_____
Advisor was referred to for advice	_____	_____	_____
Members participated at	_____	_____	_____
District Conferences	_____	_____	_____
State Leadership Conference	_____	_____	_____
National Leadership Conferences	_____	_____	_____
Program of Work:			
Program of work was a written plan	_____	_____	_____
Activities were based on FBLA purposes	_____	_____	_____
Committees planned activities	_____	_____	_____
Program of work was prepared early in the year	_____	_____	_____
Program of work was discussed and approved by the total membership	_____	_____	_____
All activities were completed	_____	_____	_____
Activities were worth time and effort	_____	_____	_____
Administrative approval was obtained	_____	_____	_____
Monthly calendar of activities was prepared	_____	_____	_____
Most members participated in each activity	_____	_____	_____



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	<u>Good</u>	<u>Fair</u>	<u>Poor</u>
	3 Pt	2 Pt	1 Pt
Financial Operations:			
Finance committee was established	_____	_____	_____
Dues were collected and recorded	_____	_____	_____
All members paid dues	_____	_____	_____
The budget:			
Was in written form	_____	_____	_____
Was developed at the start of the year	_____	_____	_____
Was developed by members and advisor	_____	_____	_____
All members were involved in fund-raising activities	_____	_____	_____
Fundraising activities were approved by the school administration	_____	_____	_____
Receipts and/or carbon copies were used to keep records of financial transactions	_____	_____	_____
Public relations:			
Public relations committee planned PR activities	_____	_____	_____
Official dress was worn when appropriate	_____	_____	_____
Members made presentations to business and community groups	_____	_____	_____
FBLA Week activities were planned and conducted	_____	_____	_____
Open house was conducted	_____	_____	_____
Banquet or other award program was conducted	_____	_____	_____
Newspapers were used to publicize FBLA	_____	_____	_____
Radio was used to publicize FBLA	_____	_____	_____
Individuals/groups outside FBLA were recognized for effort on behalf of FBLA	_____	_____	_____
Local Officers:			
Members were informed of duties and responsibilities of offices	_____	_____	_____
Each members was encouraged to consider preparing for an office	_____	_____	_____
An application form was used for each office	_____	_____	_____
Secret ballots were used for elections	_____	_____	_____
Local officers successfully performed their duties	_____	_____	_____
The advisor assisted the officers throughout the year	_____	_____	_____



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	<u>Good</u>	<u>Fair</u>	<u>Poor</u>
	3 Pt	2 Pt	1 Pt
Leadership and Personal Development:			
Parliamentary procedure instruction was offered	_____	_____	_____
Parliamentary procedure was used for all business meetings	_____	_____	_____
A plan was developed for teaching leadership and personal development	_____	_____	_____
Activities and instruction were centered around working with others	_____	_____	_____
Instruction concerning citizenship was given	_____	_____	_____
Importance of committee membership was stressed	_____	_____	_____

Rating Scale for Evaluation

Very Good	116-144 Points
Average	73-115 Points
Below Average	Below 72

Terminology

ADVISOR: Person responsible for the management of the career and technical student organization.

ADVISORY COMMITTEE: A consulting body selected by the appointing authority to advise on the business education program. This committee serves as a sounding board and resource unit for planning and operating procedures. The committee assists in public relations, curriculum content, equipment selection, program evaluation, and other related activities.

ANNUAL PLAN: A document used to update the Career and Technical Education Five-Year Plan and show annual capstone offerings and requests.

ARTICULATION: The state of interrelating parts fitting into a systematic whole.

BUSINESS EDUCATION: An educational program which provides specialized instruction to prepare students for careers in business; fundamental instruction to help student assume their economic roles as consumers, workers, and citizens; and background instruction to assist students in preparing for professional careers requiring advanced study.

CAREER AND TECHNICAL EDUCATION: The component of the educational program designed to help make the total educational experience more dynamic, meaningful, relative, and satisfying for students by providing education specifically aimed toward future employment that requires less than a baccalaureate degree.

CAREER AND TECHNICAL STUDENT ORGANIZATION: A student organization consisting of students interested in a particular area (business, marketing, home economics, agriculture, health careers, trade and industry) and functioning as an integral part of the instructional program in the secondary school.

CHAPTER EVENT: An activity designed for total chapter membership and involvement.

CHAPTER: A term used to identify the local career and technical student organization.



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COMPETITIVE EVENTS: Opportunities for chapter members to compete in individual team, and chapter events designed to test their business knowledge and skills. Competitive events are held on the regional, state, and national levels as part of the leadership conferences.

EX OFFICIO: A person in an advisory capacity without voting privileges.

FUTURE BUSINESS LEADERS OF AMERICA (FBLA): A career and technical student organization with state and national affiliations for students interested in careers in the field of business.

INDIVIDUAL EVENT: A competitive event held on the regional, state, or national level designed for an individual member from a chapter to participate in.

LEADERSHIP CONFERENCES: Conferences held at the regional, state, and national levels designed to promote leadership development.

NATIONAL OFFICE/NATIONAL STAFF: Personnel responsible for the operation of FBLA at the national level.

NORTH CAROLINA BUSINESS LEADER: The state newsletter published periodically in order to provide information to local FBLA chapter members.

PARLIAMENTARY PROCEDURE: The framework that provides a logical, systematic structure in which to conduct the business of formal meetings.

PHI BETA LAMBDA: The post-secondary division of FBLA-PBL. The Greek letters represent: Phi=F as in Future, Beta=B as in Business, Lambda=L as in Leaders.

PROGRAM OF WORK: A document designed to help chapters systematically plan their activities for the year as they relate to the goals of FBLA.

PUBLIC RELATIONS: A method of informing individuals and groups about the goals and purposes of the organization.

RECORDS MANAGEMENT: A systematic approach to filing, recording, and managing a chapter's records.

RESOURCE PEOPLE: Persons from the community who share their expertise with FBLA members and advisors.



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STATE BOARD OF DIRECTORS: The state policy-making body that includes an elected local chapter advisor from each region, state staff members, and state officers.

STATE COMMITTEE: The regulatory body of the state organization comprised of the state chairman, state FBLA advisor, and state staff members from the business education section of the State Department of Public Instruction.

TEAM EVENT: A competitive event in which two or more local chapter members participate.

TOMORROW'S BUSINESS LEADER: The official national student publication of the Future Business Leaders of America.

WORKFORCE DEVELOPMENT DIRECTOR: A qualified career and technical education staff member who has overall responsibility for a career and technical education program. This person works with all departments relating to the career and technical education program; conducts or assists with in-service programs; helps establish and utilize steering and advisory committees; acts as a liaison with community resources, including the employment service, the post secondary schools, labor and employer groups, etc. One or more career and technical education programs maybe operated in an administrative unit under the supervision of a Workforce Development director.

Responsibilities Of Local Chapter Advisors

The effectiveness of the local chapter is greatly dependent upon the chapter advisor. Without dedicated, committed and student-oriented business teachers, FBLA would not be able to make a positive impact on business education students. Since FBLA is integral to the business education program and curriculum, business education teachers should:

- ★ understand the significance of FBLA in achieving the goals of business education;
- ★ develop, refine and evaluate materials, methods and techniques used by the local, state and national organization;
- ★ be adaptive, innovative and creative in management of the FBLA chapter;
- ★ encourage all students to be active members of the organization;
- ★ allow the chapter to be student-led rather than teacher-led;
- ★ seek support groups that can facilitate FBLA and business education activities;
- ★ unite all students that are enrolled in business education as members of the chapter;
- ★ actively promote business education and FBLA in the community;
- ★ provide a learning environment that will complement and reinforce rather than compete with or duplicate classroom training;
- ★ work cooperatively with students and academic teachers in developing skilled leaders;
- ★ encourage students to learn from both successful and unsuccessful activities;
- ★ help chapter officers administer the program of work;
- ★ be current with all organization related policies, documents, publications, procedures, etc.;
- ★ assist with the fiscal management of the chapter;
- ★ review the business education curriculum and determine how best to fully integrate FBLA activities into the classroom;
- ★ encourage students/members to employ group consensus-making principles to overcome difficult problems facing the chapter;
- ★ encourage members to elect an officer team that is able and willing to provide leadership for the chapter;
- ★ assist in the development of an effective officer team;
- ★ facilitate the development of a meaningful program of work that will guide the chapter for the membership year;
- ★ encourage all members to take full advantage of the benefits of FBLA membership;



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- ★ encourage all members to participate in the regional, state and national competitive events program;
- ★ help members plan, organize and conduct fund-raising projects to finance chapter activities not supported by school funds;
- ★ use the chapter as an instructional tool to develop and refine leadership and fellowship skills;
- ★ encourage parents to get involved in chapter projects and activities;
- ★ provide on-going counsel and advice to chapter members and officers; and
- ★ provide advice, support and services to the regional, state and national organization.

Responsibilities of Local Administrators

It is difficult, if not impossible for business teachers who serve as local chapter advisors, to effectively integrate FBLA activities into their classrooms and curriculum without local administrative support. For FBLA to be a successful learning experience and a powerful instructional tool, local administrators should:

- ★ encourage business teachers to integrate FBLA into their classrooms;
- ★ encourage all business students to actively participate in local, regional, state, and national activities;
- ★ provide support and recognition for business teachers who serve as local chapter advisors;
- ★ provide adequate financial support for the chapter and the advisors;
- ★ encourage FBLA members and advisors to take full advantage of the benefits of membership in the national organization;
- ★ be fully informed about FBLA activities conducted at the local, regional, state and national levels;
- ★ publicize individual, team and chapter accomplishments within the school and community;
- ★ participate in FBLA sponsored activities, meeting and projects;
- ★ encourage coordination of CTSO activities in the school and community;
- ★ maintain open communications among all CTSO chapters and the school administration;
- ★ monitor FBLA activities to determine that they complement, rather than control the instructional program;
- ★ review the FBLA program of work; and,
- ★ recognize and reward outstanding contributions to FBLA by chapter advisors.



Suggestions for Integrating FBLA Into The Classroom

The following ideas are suggested for business education teachers to use for integrating FBLA within the instructional activities in their classes:

Use activities in the national office's Curriculum Integration Activities Packets. Each packet contains rough draft copy for keyboarding and word processing classes and five-minute timing copy. Packets available include "Association Knowledge and Publicity" and "Your Professional Image."

- ★ Have keyboarding students key the FBLA Creed and/or Goals as centering problems or rough-draft problems when teaching these competencies.
- ★ Assign students in computer applications classes to build a data base using current membership information.
- ★ Use real names rather than fictitious ones when providing students practice letters. As an example, use the names of Jean Buckley, Lisa Frye, the national officers, state FBLA chairman, state FBLA advisor, state officers, or others. Familiarize students with the individuals who are a part of the organization at all levels.
- ★ Have students not only practice preparing and printing programs and brochures, but have them actually do the planning and printing for FBLA conferences, meetings, and workshops.
- ★ When students are instructed to practice telephone etiquette, have them practice making calls to people associated with FBLA. Assist students in actually placing these calls and asking for information.
- ★ In developing materials for a financial unit as part of the curriculum, include figures and financial statements related to actual FBLA activities. Students can plan and conduct a fund-raising project as part of this financial unit.



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- ★ Assist students in initiating correspondence as part of the classroom assignment; the correspondence initiated should be part of an FBLA activity or project, such as letters inviting business people to a chapter meeting or "thank you" letters to speakers.
- ★ Plan an assignment related to parliamentary procedure. Use an FBLA meeting as the means of learning proper business meeting etiquette.
- ★ Traditional and electronic filing exercises can include exposure to FBLA correspondence. Have students develop a filing system for materials received from the Regional board member or the state and national office.
- ★ Make arrangements with employers to interview students in business education classes.
- ★ Have students do job/community surveys, follow-up letters, etc.

Steps in Developing a Program of Work

A program of work is a local chapter's written plan of action. It gives a detailed description of what the chapter plans to accomplish during the school year. Like a road map, the program of work informs members where they are going, how they will get there, and when they have arrived.

The program of work consists of all the activities planned by the chapter's standing committees. Each member takes an active role in developing a program of work by serving on at least one of the standing committees. Therefore, each committee plans activities which are combined in a calendar of activities for the year. When preparing the program of work, the following steps should be followed.

- ★ Each member of the chapter should become familiar with the goals and structure of the organization. The program of work should be based upon the goals of the organization.
- ★ The officers of the chapter should identify the standing committees needed for the organization. Chapters will have varying needs concerning standing committees. The following committees are suggested for consideration:

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- ★ Executive (officers and committee chairpersons)
 - ★ Civic
 - ★ Financial
 - ★ Membership
 - ★ Program
 - ★ Public Relations
 - ★ Social
- ★ Each member should be assigned to a standing committee, and a chairperson and secretary should be appointed by the officers or selected by the committee members. Since members will tend to support what they create, every FBLA member should be involved with at least one committee. A member should not serve as chairperson for more than one committee.

 - ★ Each committee should select and plan activities which are related to the chapter's objectives. Each committee should decide on two or three activities that should be included in the committee's program of work. New chapters may find it practical not to undertake too many activities the first year. A few activities that are planned, carried out well, and are successful are better than an extensive list of activities not carried out or not carried out well.

 - ★ At a general meeting of all the chapter members, each committee chairperson should present to the general membership the proposed activities for his/her committee and seek membership approval. Specific activities, dates, costs, and benefits to members should be outlined.

 - ★ The financial committee should develop a budget from all the estimated committee expenses. To develop a budget for the chapter, the financial committee should estimate the expenses by listing all the committee costs and then plan how to raise income to cover the expenses.

 - ★ Worthwhile fund-raising activities should be planned to raise funds needed to carry out the program of work. If conducted properly, fund-raising activities can strengthen a chapter and bring unity among its members. By striving toward a common goal and reaching it, members feel a sense of accomplishment. These activities should provide an educational experience for all those who take part.

 - ★ A calendar of activities should be compiled by the executive committee and presented to school officials for approval. The approved calendar



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of activities is then distributed to the membership and other interested persons (parents, business persons, etc.). The calendar of activities identifies what chapter activities have been planned, when and where they will take place, and which committee is responsible for each. The calendar of activities is a local chapter's plan of action.

- ★ Activities are conducted as listed on the committee planning sheets and the calendar of activities. Each committee plans early in the year the activities which will be conducted throughout the year.

- ★ Each activity is evaluated by the committee(s) responsible for that activity. An evaluation should be written on the planning sheet after each activity or each step of the activity is completed. The chairperson of each committee is responsible for writing the evaluation.

- ★ Recognition is given to those members and other persons who have been especially important to the success of the chapter in carrying out the planned program of work.

Local Chapter Officers and Their Duties

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

A. **President**

The president presides over and conducts meetings according to accepted parliamentary procedure; prepares an agenda for the meeting; keeps members on the subject and the discussion within a time limit; appoints committees and serves as ex-officio member of committees; represents the chapter at special school events and other campus and civic organizations; coordinates chapter activities by keeping in touch with the other officers, the membership, and the advisor; keeps chapter work moving in a satisfactory manner by following up on progress being made on all activities; and calls meetings as needed. The presiding officer should:



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- ★ Begin the meeting on time. (Members are more likely to be there if they know the meeting will begin at a specified time.)
- ★ Be sure a quorum is present before beginning the business part of the meeting.
- ★ Always keeps the meeting under control. Limit the debate on the part of any one individual in the interest of keeping the meeting on subject.
- ★ Conduct the meeting according to parliamentary law.
- ★ Refer to him/herself as "the Chair".
- ★ Be impartial at all times.
- ★ Always stand when presenting business or directing the group in action. It is permissible to sit down while business is being transacted or matters are under discussion on the floor.
- ★ Have the vice president take over the chair when he/she wants to enter the debate. (If the presiding officer wants to make or discuss a motion personally – and occasionally this may be necessary – he/she must leave the chair and do so from the floor.)
- ★ Always remember that when he/she leaves the chair, the meeting must be turned over to the vice president or to another designated person.
- ★ Allow a member to suspend the regular order of business only by a formal motion which is carried by a two-thirds vote of the membership attending the meeting.
- ★ Recognize any member who wishes to speak.
- ★ Not permit discussion until a motion is made, seconded, and stated by the chair.
- ★ Sit down after granting the floor to a member and remain seated while the member discusses the question.
- ★ State motions clearly, and before taking a vote, be sure that all understand the question.
- ★ Announce the result of the vote.
- ★ Not vote except in case of a tie.
- ★ Require all remarks to be addressed to the chair. (Don't permit members to discuss the question among themselves or address questions or remarks among each other.)
- ★ Permit the vice president, or maker of the motion, to put a question to vote if the question concerns the president alone.
- ★ Close the meeting on time, but not too abruptly.



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B. Vice President

The vice president assists the president in the discharge of his/her duties; presides at meetings in the absence of the president; is prepared to assume the duties and responsibilities of the president should the need arise; and serve as ex-officio member of the chapter committees. The vice president is in charge of overseeing all committee work and management of assignments.

The chapter vice president, because of his or her responsibility for committee work in general, should work closely with all committees. In order to efficiently coordinate the program of all committees, the vice president should establish a committee report form and offer helpful suggestions to each appointed committee. This means being available for a number of committee meetings and making suggestions and recommendations when necessary to facilitate their goals and objectives.

C. Secretary

The chapter secretary prepares and reads the minutes; has available for the president the agenda for each meeting; attends to official correspondence; sends out and posts meeting notices; counts and records votes when taken; prepares chapter reports; keeps permanent records of the chapter; cooperates with the treasurer in keeping an accurate membership roll and issues membership cards; reads communications at meetings; and has on hand for each meeting the secretary's book, minutes of previous meetings, lists of committees and committee reports, copies of local, state and national programs of work, copies of the constitution and bylaws, and a copy of the state and national handbooks. The secretary should:

- ★ Record the minutes of all meetings – formal, informal and called meetings. The secretary's records are important.
- ★ Record in the minutes what is **done**, not what is said.
- ★ Record the exact wording of motions, whether they are carried or lost in the voting, and make a record of who made the motion.
- ★ Halt meeting proceedings if necessary in order to get exact wording of motions. Request the presiding officer to have motions repeated slowly, when necessary, in order to make a record of it.



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- ★ Record in the minutes the name of members who have been appointed to committees – with the name of the chairperson, if designated.
- ★ Attach a copy of the treasurer's report to the minutes, if the report is not included in the minutes as read.
- ★ Keep minutes in a permanent book, not on small pieces of paper. Any corrections which are made in the minutes as read should appear in the margin.
- ★ Have the presiding officer's signature on the minutes, with any approved corrections, in order to complete the record.

D. **Treasurer**

The chapter treasurer receives and acts as custodian of chapter funds; collects all local, state and national dues and is responsible for their disbursement by the appropriate deadlines; keeps financial records neat and up-to-date; devises, with the assistance of the membership and the advisor, appropriate fund-raising activities; pays out chapter funds as authorized; encourages systematic saving; assists in preparing an annual statement of estimated receipts and expenditures; and protects the financial reputation of the chapter by seeing that its obligations are met properly. The local chapter treasurer should:

- ★ Keep all records in ink in a permanent type of book.
- ★ Record all receipts by name of members or other source of funds.
- ★ Prepare a receipt for all funds received.
- ★ List all money paid out of the treasury by date and to whom paid.
- ★ Always obtain a receipt from the person paid, and never pay out any of the chapter's funds except with proper authorization.
- ★ Keep an accurate and up-to-the-minute accounting of funds. (Don't put off making entries in the treasurer's book.)
- ★ Make an accurate report of the chapter's financial status at every regular meeting, or as called for by the president.



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E. **Reporter**

The local chapter reporter gathers and classifies chapter news; prepares news releases and articles for publication in school and local newspapers; assists in maintaining a chapter bulletin board; assists with planning and arranging chapter exhibits; prepares and collects news and feature stories of chapter activities for submission to the state newsletter and for the national magazine, Tomorrow's Business Leader. The reporter should:

- ★ Gather and classify all chapter news.
- ★ Prepare articles for publication in local, state, and national media.
- ★ Develop a working relationship with local media personnel and supply them with chapter and/or organizational news that might be of interest to them.
- ★ Regularly send chapter news articles with photographs, if possible, to the state reporter.
- ★ Regularly send chapter news articles with photographs, if possible, to the national FBLA office for possible use in the national magazine.
- ★ Provide news and other materials for the business education department bulletin boards or for other publicity sources, when requested.
- ★ Assist in planning and implementing chapter exhibits.
- ★ Check the Advisor's HOTLINE for articles and upcoming events and inform chapter members.

F. **Historian**

The local chapter historian maintains an accurate up-to-date history of the chapter, including an annual report of the chapter activities, awards and publicity; maintains a file of clippings and pictures of chapter activities; and prepares a scrapbook of local chapter activities. The historian should:

- ★ File clippings, pictures, etc., on all chapter activities and maintain all records related to the Local Chapter Annual Business Report.
- ★ Maintain a chapter scrapbook of chapter activities for the year.
- ★ Provide local chapter history when requested.
- ★ Submit local newspaper clippings, pictures, etc., to state historian(s) for inclusion in the state scrapbook.

G. **Parliamentarian**

The local chapter parliamentarian assists chapter members in understanding the basic purposes of parliamentary procedure; advises the presiding officer and other chapter members on parliamentary procedure; provides reference materials pertaining to parliamentary procedure for meetings; watches for significant irregularities in parliamentary procedure and calls them to the attention of the presiding officer; and explains any irregularity and its effect on the rights of all chapter members. The parliamentarian should:

- ★ Make sure chapter meetings are conducted in an orderly manner. (This can be accomplished through a working knowledge of parliamentary law as outlined in Robert's Rules of Order, Newly Revised.)
- ★ Enable the group to transact business with speed and efficiency.
- ★ Protect the rights of each individual.
- ★ Preserve a spirit of harmony within the group.
- ★ Make sure the will of the majority is carried out and the rights of the minority are preserved.

Organizing Committees

Two of the important ingredients for a successful FBLA chapter are well-qualified officers and active standing committee members. Although the chapter officers are responsible for directing the work of chapter and for providing leadership for the members, it is the standing committees that do a majority of the work.

The standing committees of a local chapter provide members with an excellent opportunity for planning, participating, cooperating, managing, and decision making. Each of the standing committees has specific responsibilities unique to their committee. The responsibilities are listed in the following sections for each of the recommended standing committees.

EXECUTIVE COMMITTEE

The executive committee consists of the chapter officers and committee chairpersons. They are responsible for coordinating chapter activities and for providing direction to other standing committees. Specific responsibilities include:

- ★ Supervise the development of a program of work for the year;



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- ★ Develop a calendar of activities for the year;
- ★ Monitor progress of the committees;
- ★ Coordinate the work of the other standing committees;
- ★ Write a local chapter activity report;
- ★ Develop working relationships with student government to provide mutual support;
- ★ Maintain files of chapter activities; and,
- ★ Keep members informed about and encourage participation at regional, state and national conferences.

CIVIC/SERVICE COMMITTEE

The civic/service committee provides activities for the community's betterment so the members will learn to recognize obligations to the community in which they live. Specific responsibilities include:

- ★ Plan special civic/service committee activities;
- ★ Provide information to members concerning planned activities;
- ★ Draft articles for chapter newsletters, local and school newspapers, state and national publications, etc., and submit articles to the public relations committee chairperson;
- ★ Contact and coordinate activities with civic groups with whom the activity is held;
- ★ Conduct necessary follow-up activities, such as writing "thank you" letters; and,
- ★ Prepare a report of each project.

FINANCIAL COMMITTEE

The financial committee provides projects to raise the necessary funds to carry out any given activity in the program of work. The chapter treasurer should serve as the chairperson of this committee. Specific responsibilities include:

- ★ Collect estimated expense sheets from committee chairpersons;
- ★ Develop a list of total expenditures for the year;
- ★ Plan fund-raising activities which provide monies to conduct chapter activities;
- ★ Submit a budget to the membership for approval;
- ★ Inform members of fund-raising activities and gain support of activities;
- ★ Conduct fund-raising activities;
- ★ Submit monthly financial statement to the executive committee; and,
- ★ Forward dues payments to state and national offices according to deadlines.



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MEMBERSHIP COMMITTEE

The membership committee promotes growth by recruiting prospective members and maintaining records of chapter membership. Specific responsibilities include:

- ★ Set up displays and booths in appropriate locations on campus to inform students about the organization;
- ★ Post notice and posters in appropriate locations at school;
- ★ Make personal contacts through visits and telephoning to invite prospective members to meetings;
- ★ Follow up on those who attend meetings but who have not joined;
- ★ Submit articles to the school newspaper to inform the student body about the organization and how to become members;
- ★ Maintain an up-to-date file of membership;
- ★ Maintain alumni membership records; and,
- ★ Prepare a membership directory.

PROJECTS COMMITTEE

The projects committee selects and conducts projects according to guidelines for these competitive events. Specific responsibilities include:

- ★ Review the guidelines for project competitive events;
- ★ Select and conduct projects according to the guidelines;
- ★ Work with the program committees in selecting an activity and time for the activity;
- ★ Provide extensive information to the membership concerning the activity; and,
- ★ Prepare the report of the project according to the competitive event guidelines.

PROGRAM COMMITTEE

The program Committee plans worthwhile meetings for the membership in accordance with the goals of the organization. The chapter vice president should serve as the chairperson of the program committee. Specific responsibilities include:

- ★ Plan regular meetings for the year, keeping in mind the goals of the organization;
- ★ Arrange for appropriate speakers, programs, films, etc., for meetings;
- ★ Reserve and arrange rooms for meetings, and arrange for any audio-visual equipment needed;
- ★ Provide appropriate notice to members through the school newspaper, chapter newsletter, bulletin boards, posters, etc.;



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- ★ Inform social committee of needed refreshments;
- ★ Conduct follow-up activities, such as "thank you" letters;
- ★ Plan for special occasions, such as installation of officers; and,
- ★ Plan a banquet at the end of the school year.

PUBLIC RELATIONS COMMITTEE

The public relations committee stimulates and sustains public support of the organization. Specific responsibilities include:

- ★ Provide information to persons outside the chapter;
- ★ Write and submit news releases to local and school newspapers, chapter newsletter, and state reporter;
- ★ Prepare bulletin boards, displays, etc., at appropriate locations in the school;
- ★ Send information to those responsible for state and national publications; and,
- ★ Coordinate appearances by chapter members, parliamentary procedure team, etc., at business and professional group meetings in the community.

SOCIAL COMMITTEE

The social committee plans and conducts informal get-togethers of chapter members. Specific responsibilities include:

- ★ Plan social activities for the chapter during the year;
- ★ Work with the program committees concerning dates and possible social activities;
- ★ Prepare for social activities, including reserving rooms, contacting special guests, etc.;
- ★ Provide appropriate notice to members through school newspaper, chapter newsletter, bulletin boards, notices, posters, etc.;
- ★ Conduct follow-up activities, such as writing "thank you" letters;
- ★ Arrange for refreshments for all meetings when necessary or when requested by the program committee; and,
- ★ Coordinate combined social activities with other CTSO's and other student organizations.



Chapter Meetings

Well-planned, regularly scheduled chapter meetings maintain member interest, ensure participation and promote the general welfare of FBLA. Meetings are held to conduct business or to present a specific program.

THE AGENDA

An agenda should be prepared for every meeting and distributed to all in attendance. It provides the framework for discussion. Adhering to an agenda helps accomplish goals. A sample agenda for a business meeting (that contains suggestions) follows:



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(School Name)

(Date)

AGENDA

- | | |
|---|--------------|
| I. Call Meeting to Order | President |
| II. Opening Ceremony (Optional)
(Salute the flag, recite creed) | Officer |
| III. Roll Call of Members Present (Optional) | Secretary |
| IV. Approval of Last Meeting's Minutes
(Distribute before meeting or read minutes to the group) | Secretary |
| V. Officers' Reports
(In order as listed in bylaws) | |
| VI. Standing Committee Reports
(only those who have a report are called on) | Chairpersons |
| VII. Special Committee Reports
(Only those who have a report are called on) | Chairpersons |



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- | | |
|--|-----------|
| VIII. Unfinished Business and General Orders | President |
| (Pending questions from last meeting and/or questions postponed to this meeting) | |
| IX. New Business | President |
| X. Announcements | Officer |
| XI. Adjournment | President |



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HOW TO CONDUCT A MEETING

Parliamentary procedure assists in preparing FBLA members for leadership in the world of work. Regardless of the vocation people choose, they owe it to themselves and their chosen field of work to demonstrate their full potential of leadership qualities.

Parliamentary procedure is important because it is a time-tested method of conducting business at meetings and public gatherings. It can be adapted to fit the needs of any organization. Parliamentary law is simple in principle and is based on common sense and courtesy. It sometimes seems technical because it has been necessary to develop a special vocabulary for discussing it.

By learning to develop and present their own ideas through parliamentary procedure, members become more effective leaders and/or followers. These abilities enable members to lead others or to follow others in leadership roles.

PURPOSE AND PRINCIPLES OF PARLIAMENTARY PROCEDURE

Since we live and work in a democratic society, we must possess the knowledge, ability, and skills to influence the thoughts and actions of others. Therefore, the purposes of parliamentary procedure are to:

- ★ Enable a group to conduct business with efficiency and harmony;
- ★ Protect the rights of each individual; and,
- ★ Preserve a spirit of harmony within the group.

Accordingly, there are some basic principles to consider in achieving the above purposes.

- ★ Only one person may claim the attention of the meeting at one time.
- ★ Each motion is entitled to full and free debate.
- ★ Every member has rights equal to every other member.
- ★ The will of the majority must be carried out, and the rights of the minority will be preserved.
- ★ The objective should be for the good of the group.

SUGGESTED ORDER OF BUSINESS FOR A CHAPTER MEETING

Every group should adopt a standard order of business for meetings. Listed below is a suggested order which your chapter may follow. It may be adapted to your group's needs.



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1. **Call to Order:**
"The meeting will come to order."

2. **Recite the FBLA Creed**

3. **Reading and approval of minutes:**

"The secretary will read the minutes of the last meeting." "Are there any corrections to the minutes?" "There being no corrections, the minutes will stand approved as read."

OR

If there are corrections: "Are there any further corrections to the minutes?" "There being no further corrections, the minutes will stand approved as corrected."

4. **Treasurer's report**

After the report is presented by the treasurer, the chair asks: "Are there any questions on the treasurer's report? (Pause for questions, if any.) The treasurer's report will be placed on file for audit."

5. **Committee reports:**

The presiding officer and committee chairmen should inform each other in advance of the meeting as to whether a particular committee will report. For those wishing to do so, the presiding officer simply calls on the chairmen of the committees for their reports in the order in which the committees are listed in the bylaws. (If they are standing committees) or in the order of their creation (if they are special committees).



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"The _____ committee will now report."

6. **Unfinished business:**

The chairman DOES NOT ask for unfinished business. All items of unfinished business are a matter of record (postponed from the previous meeting or not reached on the agenda of the last meeting before adjournment) and therefore the chairman *automatically* mentions such items without asking. "The motion to purchase a computer was postponed to this meeting. Is there any further discussion on the motion...?" (State the motion exactly as moved at the previous meeting.)

7. **New business:**

"Is there any new business?"

(Members may propose new business at this time. Each proposal must be disposed of before a new one is considered.)

8. **Program (if any)**

9. **Announcements**

10. **Adjournment:**

When the agenda has been concluded, the chairman may declare the meeting adjourned by general consent without taking time for a formal motion and vote.

"Is there any further new business?" (Pause for any main motions on new business.) "Since there is no further new business, the meeting *will be* adjourned." (Pause for announcements, etc.) After the pause for announcements, etc., "The meeting *is* adjourned."

MAKING MOTIONS

A motion is a formal proposal by a member in a meeting that the group take certain action. There are generally four classifications of motions.

Main motion. A main motion is one whose introduction brings business before the group. The purpose of a main motion is to present an item of business for consideration and action by the group. A main motion cannot be made when another motion is before the group. Only one main motion may be before the group at a time.

Privileged motion. A privileged motion does not relate to the pending business but has to do with special matters of immediate or overriding importance which without debate, should be allowed to interrupt the consideration of anything else. Types of motion in this category include: fixing the time to adjourn, adjourning a meeting, recessing a meeting, raising a question of privilege, and calling for the orders of the day.

Subsidiary motion. A subsidiary motion may be applied to a main motion, and to certain other motions, for the purpose of modifying them, delaying action upon them, or otherwise disposing of them. Since they relate to the question before the group, it is "in order" to propose a subsidiary motion when a main motion is still before the group. Always vote upon subsidiary motions before main motions. Types of subsidiary motions include: lay on the table, previous question, limit or extend debate, postpone to a certain time, commit or refer, amend, and postpone indefinitely.

Incidental motion. An incidental motion arises out of a pending motion. It is usually related to the main question in such a way that it must be decided immediately, before business can proceed. An incidental motion may also sometimes arise out of another motion or item of business. Types of incidental motions include: appeal, division of the group, division of a question, parliamentary inquiry, point of order, and suspending of the rules.



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HOW TO MAKE A MOTION

1. Member rises to address the presiding officer by title:

(Chairman is used only if the presiding officer has no other title.)
"Mr. (or Madam) President." "Mr. (or Madam) Chairman"

2. Member is recognized by the presiding officer:

Chair states the member's name or nods. The member "has the floor" and is the only member entitled to present or discuss a motion at this time.

3. Member proposes a motion:

The recognized member introduces the motion by saying, "I move that..." (NOT "I make a motion that...") followed by a statement of the proposal. The motion is not to be discussed until it has been seconded by someone and stated in full by the presiding officer.

4. Another member, without rising or addressing the chair, may say, "I second the motion." If no one seconds the motion, the chairman may ask, "Did the chair hear a second to the motion?" If there is none, declare, "The motion is lost for want of a second."

5. The presiding officer states the motion in full:

When the motion has been properly made and seconded, the chairman repeats it to the group, or "states the motion."



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6. The members discuss or debate the motion:

After the motion has been stated by the chairman, any member may discuss it. The member must be recognized by the chair, as was the maker of the motion. The maker of the motion is recognized first if he/she wishes to speak.

7. The presiding officer takes the vote on the motion:

When all members have finished discussing the motion, the chair "puts the motion to a vote." The chair should ask, before taking the vote, "Is there any further discussion?" If no one wishes to speak, the discussion is closed.

The chairman will take the vote by announcing, "All in favor of the motion (STATE THE MOTION) say 'Aye'." Following responses from the member the chairman says, "Those opposed say 'No'." If the chair cannot tell from the volume of voices which way the majority has voted, he/she says, "The chair is in doubt. Those in favor the motion please rise." After counting the opposed votes, he/she says, "Be seated."

8. The presiding officer announces the result of the vote:

The chairman states, "The ayes have it and the motion is carried." or "The nos have it and the motion is lost." As soon as the vote has been announced by the chairman, another motion is in order.

MAKING AMENDMENTS TO MOTIONS

The purpose of an amendment is to modify the wording of a pending motion before the pending motion itself is acted upon. An amendment must always be



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germane; that is, it must have direct bearing on the motion in question. Some motions are not amendable.

There are three basic ways to amend a motion:

1. To insert or add words or a paragraph. This adds something to the motion which it previously did not include.
2. To strike out words or a paragraph. This deletes or eliminates something which was initially included in the motion.
3. An indivisible combination of ways (1) and (2) having the following terms:
 - a. To strike out and insert (which applies to words)
 - b. To substitute (which is not applied to anything less than a complete paragraph of one or more sentences.)

There are two types of amendments:

- 1). Primary amendment (or amendment of the first degree), which is an amendment to the main question, and
- 2). Secondary amendment (or amendment in the second degree), which is an amendment to the amendment. (Secondary amendments must be germane to the primary amendment and not to the main motion.)

No amendment beyond one of the second degree is possible.

Amendments are voted upon in reverse order; that is, secondary amendments must be voted on before primary amendments, and the primary amendment must be disposed of before the question of the main motion may be considered.



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NOMINATING AND ELECTING OFFICERS

To nominate a person for an office in your chapter, a member presents the person's name to the meeting by saying "I nominate _____ for the office of _____."

1). Nominations from the floor:

Nominations do not require a second. As a nomination is made, the chairman repeats it and the secretary records it. No member may nominate more than one candidate for each office until all who wish to make a first nomination have had an opportunity to do so. If there are no further nominations, the chairman declares the nominations closed.

A motion to close nominations is not a necessary part of the election procedure and should not generally be moved. If such a motion is made, it always requires a two-thirds vote.

2). Nominations by a nominating committee:

If there is a nominating committee, it prepares a slate of candidates which it presents to the assembly. The names are then treated as if they had been nominated from the floor.

3). Voting on nominations:

After the nominations are closed, members vote upon the names by the method prescribed in the chapter bylaws.

PARLIAMENTARY POINTERS FOR PRESIDENTS

Parliamentary law or procedure is not an end in itself; it is merely an aid in expediting the business of a group efficiently, smoothly, and fairly. Keep in mind that there is usually more than one right way of doing anything. Parliamentary law authorities are not in full agreement on many procedures, so a presiding officer should combine a basic knowledge of parliamentary rules with a generous measure of common sense.

A large chapter or group calls for more formal techniques when presiding. With a small group, the presiding officer may be more informal as long as the officer has control of the situation.



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A presiding officer should remain as neutral as possible on all issues before the group. If the officer feels he or she must speak for or against an issue, the procedure to follow is: After a motion is made and seconded, the presiding officer should ask the vice president to take the chair; ask for permission to speak; then remain out of the chair until the vice president (who is the presiding officer) states the result of the vote on the motion.

Whether a chapter operates with the executive committee handling the bulk of the chapter business or whether all business is handled with the entire chapter membership, the order of the business itself is just about the same. When conducting a meeting, the presiding officer should keep in mind the following suggestions.

- ★ Prepare a detailed agenda in advance of each meeting.
- ★ Start the meeting on time. Train members to be on time by starting on time.
- ★ Open all meetings with pleasant remarks. A friendly but brief word of greeting puts everyone at ease and gains the attention of the group.
- ★ Complete all motions. Usually the order is the motion, a second, the discussion of the motion, the vote (calling for both aye and no), and then a statement by the chair of the result of the vote. If you must encourage a group to action, say "What are your wishes on the matter?" or "Do you wish to take action on this?" It is not considered good form to say, "Do I hear a motion?" Likewise, for a second to a motion, especially if discussion has started before the motion is seconded, say, "The motion has not been seconded," rather than "Do I hear a second?" Quite often the presiding officer will present a matter and then immediately follow his or her presentation with, "May I have a motion on this?" The group may not wish to take action, so it is better form to say, "What are your wishes...?" or "Do you wish to take action...?"
- ★ After the reading of the minutes of the previous meeting, say, "Are there any corrections?" Then, "If not, the minutes are approved as read." Or, if there are corrections which can be accepted by the group by mutual consent, say, "The minutes are approved as corrected." No motion is necessary. (Incidentally, it is no longer considered good form to sign minutes, treasurer's reports, etc., with the words "Respectfully submitted." Merely the person's name and position need be given.)



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- ★ When a chapter operates with the Executive Board handling most of the business, a summarized report of the Board meeting should be read at the chapter's regular meeting. However, the report should be read separately from the chapter minutes, and the group should not be asked to approve the report of the Board. Only the Executive Board itself is in a position to know if the report is correct. Proper action on the Board minutes will be taken at the next meeting of the board.
- ★ Following the treasurer's report, say "Are there any questions on the treasurer's report?" Then, "If not, the treasurer's report will be filed for audit." No motion is necessary, but if someone does move that the report be filed for audit, then be sure to complete the motion. Usually it would be incorrect for a group to approve the treasurer's report immediately following its reading because more information is needed than is available at either a Board meeting or a regular meeting.
- ★ All bills should be written and should be given to the treasurer in advance, if at all possible. After the bills have been read, say "If there are no other bills, what is your pleasure with reference to the payment of these bills?" After the motion, a second and discussion (if any), put the motion to a vote, and state the result of the vote.
- ★ With reference to correspondence, instruct the secretary (in private early in the chapter year and remind her/him if necessary) to always give the first name (also position and organization in some cases) of the writer of the communication. The message is then much more meaningful to the group. Go over all correspondence with the secretary in advance of the meeting, clearly marking any portions to be deleted, especially in the case of long communications where only the important part needs to be conveyed to members.
- ★ Usually it should not be necessary to ask the group if there is any unfinished business. The recording secretary should keep the presiding officer alert to such unfinished business, preferably in advance of the meeting. All unfinished business items should be on the agenda of the meeting.
- ★ Reports of committee chairpersons usually do not need motions of acceptance. However, if a chairperson or anyone else has a recommendation or resolution, then action is required. Again, be sure to complete the motion.



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- ★ A presiding officer never turns the meeting over to anyone. He/She introduces the program chairperson, speaker, etc.
- ★ Refer doubtful points of procedure to the parliamentarian. A presiding officer should not feel embarrassed to ask for advice. However, the final ruling is the privilege of the chair.
- ★ Close the meeting on a happy note, with a word of appreciation or commendation. It is also good to quickly sum up the important matters or dates the group should remember.
- ★ For adjournment, it is only necessary to say, "Is there any further business to come before the group?" After a brief pause, say, "If not, the meeting is adjourned." On the local level where the group knows the date of the next meeting, a motion is not necessary. However, if a motion for adjournment is made, it must be completed like any other motion.



GLOSSARY PARLIAMENTARY PROCEDURE TERMS

ADJOURN –To officially close the meeting.

AMEND- A motion to modify the wording—and within certain limits of the meaning—of a pending motion before the pending motion itself is acted upon.

AMENDMENT-A change or alteration proposed to a main motion by inserting, changing, or striking out words or phrases, but not changing the meaning or intent of the motion.

BYLAWS-The document that contains an organization's own basic rules relating principally to itself as an organization, rather than to the parliamentary procedure it follows.

CHAIR-The presiding officer of the meeting.

DEBATE-Same as discussion; a motion is either debatable or not, meaning that the members have the right to discuss the merits or criticisms of the issue.

DIVISION OF THE HOUSE-The retaking of a vote by a showing of hands or standing due to a members' doubt in the results of a voice vote.

FLOOR-Refers to recognition and privilege of addressing the chair or group; yielding the floor means giving up the privilege of speaking temporarily; obtaining the floor means receiving recognition from the chair with the privilege of making a motion, nomination, requesting a point of order or inquiry of information.

LAY ON THE TABLE-To delay on a motion and clear the floor for more urgent business.

LIMIT DEBATE-All modifications of the normal time limits of debate on a pending motion.

MAJORITY (IN VOTING)-One more than half of the votes cast.

MINORITY (IN VOTING)-One less than half of the votes cast.

MINUTES-The record of an assembly's deliberation and discussion during its meeting.



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MOTION-A proposal that the group take a stand or take action on some issue.

NEW BUSINESS-Matters which have not been discussed at a prior meeting.

POINT OF ORDER-Calling attention to a violation of parliamentary procedure.

PREVIOUS QUESTION-A motion designed to bring a motion already on the floor to an immediate vote without further debate.

QUORUM-The number of members who must be present to conduct business legally.

RECESS-A short intermission in the group's proceedings which does not close the meeting.

SECOND-A verbal signal from a member that he/she wishes to consider a motion just made. Willing to discuss.

TABLE-Postponement of action on a motion temporarily for emergency or permanently as indicated by the intent.

TAKE FROM THE TABLE-To make pending again a motion or series of motions which have been laid on the table.

PREPARING MINUTES

Minutes are the information source for an organization as well as the legal record of business transacted during meetings. It is important to keep good minutes as they generally outweigh oral testimony about what happened at a meeting. Minutes serve as the official history of the proposals, reports, and decisions of the members.

Minutes may be organized and worded in many ways. The main criteria are that they be easy to read, and all the actions readily identifiable. The minutes should contain mainly a record of what was done at the meeting, not what was said by the members. The minutes should never reflect the secretary's opinion on anything said or done.

The first paragraph of minutes should contain the following items.

- ★ Date, time, and place
- ★ Kind of meeting—regular or special
- ★ Name of person presiding
- ★ Name of the organization
- ★ Name of the secretary
- ★ Approval of the minutes of the previous meeting

The body of the minutes should contain (with a separate paragraph for each subject):

- ★ All main motions whether adopted or rejected exactly as stated
- ★ Names of the members making the motions (names of the seconds need not be recorded)
- ★ All points of order and appeals whether sustained or lost accompanied by the reasons

The last paragraph should include:

- ★ Time of adjournment
- ★ Written signature of the secretary (The words "Respectfully submitted" need not be used.)



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SAMPLE COPY OF MINUTES

MINUTES OF THE MEETING
CLEARWATER HIGH SCHOOL
FUTURE BUSINESS LEADERS OF AMERICA
November 10, 20—

The regular monthly meeting of the Clearwater FBLA chapter was called to order at 10:30 am, November 10, in Room 258 by President Isa Walker. Minutes were recorded by the secretary, Uriah Chang. Minutes of the previous meeting were approved as read.

The treasurer reported a balance of \$1256.76 in the chapter account. The report was placed on file for audit.

Fund-raising committee chairperson, Billy Horton, reported that the Tom Wat order has been sent to the company and the materials ordered should be delivered by November 18. Members were reminded to see Mr. Tanaka, our chapter advisor, on November 19 to pick up their orders. All funds from the project are to be given to Aisha Mayoukou, Treasurer, by December 1.

The motion to "purchase a video camera with chapter funds" was taken from the table. After discussion, the motion passed. A committee of three consisting of Harry Fuentes, Jeanann Ina, and Alexia Constantino was chosen to get prices from local businesses and bring them to the next meeting for discussion.

Shameika Welch moved that "the members make Christmas cards for the residents of the Happy Valley Nursing Home." Layton Warmowski moved to amend the motion by adding the words "and fruit baskets" after the word "cards." The motion passed as amended. All members are to assemble in Room 256 on December 3 at 3:00 pm to prepare the cards.

Mr. Tanaka stated that there were several announcements on the FBLA bulletin board and to please read them before the end of the week.

The meeting was adjourned at 11:00 am.

Uriah Chang, Secretary



PREPARING THE TREASURER'S REPORT

At each meeting, the presiding officer may ask for a treasurer's report. This report may consist of a statement of the cash balance on hand. Such a report requires no action by the assembly but should be placed on file for audit.

A suggested form for a treasurer's report would include the following:

- ★ Balance reported at the previous meeting
- ★ A list and explanation of income
- ★ A list and explanation of expenditures
- ★ The current balance



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SAMPLE TREASURER'S REPORT

FUTURE BUSINESS LEADERS OF AMERICA
CLEARWATER HIGH SCHOOL
TREASURER'S REPORT
November 10, 20—

Balance on Hand, October 14, 20--		\$	839.74
Receipts:			
Membership Dues	\$	300.00	
Proceeds from doughnut sales		<u>250.00</u>	<u>550.00</u>
Total Funds Available		\$	1389.74
Expenditures:			
Supplies for secretary		7.98	
Payment for doughnuts	\$	<u>125.00</u>	<u>132.98</u>
Balance on Hand, November 14, 20--		\$	<u>1256.76</u>

For more information about parliamentary procedures, consult Robert's Rules of Order, Newly Revised.

CHARACTERISTICS OF A GOOD CHAPTER MEETING

- ★ Is conducted according to accepted parliamentary procedure.
- ★ Is carefully planned in advance.
- ★ Starts and closes on time.
- ★ Proceeds according to an established order of business.
- ★ Includes well-prepared committee and officer reports.
- ★ Shows that each officer is familiar with their duties and responsibilities.
- ★ Is interesting and participation is fun.
- ★ Provides for maximum member participation.
- ★ Includes both business and entertainment features.
- ★ Moves along with "snap" and does not waste time.
- ★ Allows ample time for discussion about decision-making.
- ★ Proceeds with a minimum of active participation by the advisor.

MEETING TIME SAVERS

Chapter meetings must frequently be shortened in order to get everything accomplished in a set amount of time. The following suggestions may help save valuable time during these shortened meetings:

- ★ Instead of roll call, members can drop their names into a box as they enter; or, everyone can sign a sheet of paper.
- ★ Post the previous minutes for members to read and correct.
- ★ Alternate reports of officers and committees at different meetings rather than having them at every meeting.
- ★ Committee reports can be limited to two minutes with three minutes of discussion of each report.
- ★ Business sessions can be limited to six or eight minutes, leaving the rest of the time to report back to the group and make decisions and summarize findings.



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- ★ See that the room and necessary materials are arranged in advance. Call only on committees that have reports to give.
- ★ Familiarize all members with parliamentary procedure during one special session if it will be used for business meetings.
- ★ If serving refreshments combine with another meeting activity to save time.
- ★ Have a timekeeper watch a clock so that all stay on schedule; be sure that all participants know the time limitations.

CHAPTER MEETING EVALUATION

A chapter that is serious about accomplishing its goals will find it impossible to do so without honest evaluations. The following checklist may be used in evaluating chapter meetings.

- ★ Are all regular meetings scheduled well in advance and the time posted?
- ★ Does the executive committee meet before each regular meeting?
- ★ Do members attend the meetings regularly?
- ★ Do the meetings start and end on time?
- ★ Are the meetings "fun" to attend?
- ★ Does the advisor sit back and let the officers conduct the meeting?
- ★ Are the meetings orderly and is correct parliamentary procedure used?
- ★ Is an agenda of the meeting distributed well in advance of the meeting?
- ★ Do all officers know their parts and responsibilities?
- ★ Do all members have an opportunity to participate in the meetings?
- ★ Do the meetings accomplish what they are supposed to accomplish?
- ★ Does the chapter have special meetings only occasionally?
- ★ Do members stick to business and not participate in "horse play" or "goofing around?"



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- ★ Are committee and officer reports given regularly and effectively.
- ★ Are non-members who are invited to attend impressed with what they see?
- ★ Are recreation and entertainment provided frequently?
- ★ Are all members allowed to express their points of view?
- ★ Do the meetings end on time and not "drag out?"
- ★ Do the meetings allow for decisions to be made rather than being "cut and dried?"

Chapter Activities

A well-rounded program of chapter activities can contribute to the growth of individual members and to the improvement of the school, community, and home. It can provide a showcase for the local chapter as well as the state and national organizations and career and technical education in general.

Chapter activities should reinforce the FBLA goals and should be tailored to each chapter. These activities are meant to facilitate intelligent career choices, enhance business skills, teach the value of community responsibility, and develop individuals.

The projects listed below have all been used successfully by student organizations. Variations to these activities can also be utilized; but it should be remembered that the more members involved in a project or participating in an activity, the more successful it will be. Remember, chapter activities should fall into five functional areas: service, civic, professional development, financial, and social. During the year, various chapter activities should be provided in all these areas.

SERVICE AND CIVIC PROJECTS

Chapter service and civic projects provide an opportunity for student participation within the community. Involvement in such projects represents a planned gift of time and/or money made by your chapter to benefit the community. Service/civic projects can strengthen your chapter. As members work together they become aware of themselves, their responsibilities as citizens, and their roles as future business leaders. Students will recognize that business plays an important role in meeting the service needs of the community.

It may not be easy to decide on a service project. Know your community and what is really needed. Then have your members choose the project they believe will be of greatest service. Depending on the project, it may be possible to work with a nearby chapter and community. Examples of service projects include:

- ★ Conduct a clean-up drive at school or in the community;
- ★ Conduct a needy family project at Thanksgiving or Christmas;
- ★ Assist the elderly with clean-up and paint-up projects;
- ★ Conduct community fund-raising drives (March of Dimes, etc.);
- ★ Develop and implement an environmental project;
- ★ Sponsor a safety campaign;
- ★ Sponsor a child ID program in the community;
- ★ Plan an assembly on alcohol and/or drug abuse;



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- ★ Assist at a Special Olympics program;
- ★ Conduct Christmas parties at homes for the elderly;
- ★ Collect magazines/books for nursing homes/ hospitals;
- ★ Offer keying services for March of Dimes, Easter Seals, etc.;
- ★ Tutor elementary and middle school students;
- ★ Conduct various activities for National Secretaries' Week; and,
- ★ Participate in an Adopt-A-Grandparent program

Civic projects provide a public relations tool for your chapter and for the organization by informing the community about business education and about FBLA. Activities that make a contribution to the community serve a three-fold purpose: they offer members the opportunity to become involved in community life, they provide a service to the community, and they help build a wholesome reputation for the member, their chapter, and their school.

PROFESSIONAL DEVELOPMENT PROJECTS

Professional development activities are designed to prepare the members of the chapter for their roles as business leaders. These activities are designed to provide opportunities for members to participate as both leaders and followers. Such experiences enable members to develop competencies directly related to management, communications, and human relations. Competitive events, FBLA conferences, and FBLA project participation are all avenues which develop the leadership potential of chapter members. Such activities provide the "proving ground" for students to test their knowledge, skills, and ability with those of others.

Professional meetings which increase member's knowledge of various business occupations provide valuable career orientation and assist in the setting of career goals. Guest speakers, panel discussions, and business-related films and videos are often used as instructional programs for chapter meetings. Many chapters also take field trips to study specific problems and methods of solution as related to and determined by various business, industry, and office occupations. Examples of professional development projects include:

- ★ Participate in chamber of commerce activities
- ★ Sponsor an American Enterprise Day activity
- ★ Honor a local Business Person of the Year
- ★ Develop a speakers bureau
- ★ Conduct an Education for Business Week project
- ★ Conduct workshops on parliamentary procedures
- ★ Participate in regional and state FBLA meetings
- ★ Follow-up on former members and encourage alumni membership



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- ★ Use official ceremonies (inducting new members, officer installation, emblem)
- ★ Conduct mini-workshops for chapter members as well as for other student organization members (business etiquette, leadership development, time management, parliamentary procedures, etc.)
- ★ Promote active membership participation
- ★ Establish a scholarship
- ★ Run a member for state office
- ★ Send outstanding members to speak to middle school students
- ★ Sponsor a local chapter newsletter
- ★ Develop speeches for members to give to civic groups

FINANCIAL PROJECTS

The importance of a chapter's financing is indisputable. Fund-raising activities are educational and fun, too, when every member recognizes his/her importance and participates. Fund-raising activities provide a common goal for achievement and can develop an "esprit de corps" among chapter members.

It takes time, work, and planning to carry out a successful fund-raising project. Careful planning well in advance is the secret to the success of any sales project. School policy should be investigated regarding this type of activity and the administration's approval should be obtained before undertaking any project of this nature. The following list of suggested financial projects is adapted from March of Dimes fund-raising ideas:

- ★ Hold an auction of member services, celebrity items, etc.
- ★ Sell balloons at shopping center, parks, etc.
- ★ Sell doughnuts
- ★ Prepare and sell a chapter cookbook
- ★ Work with a department store and hold a fashion show
- ★ Collect items and hold a garage sale
- ★ Decorate and haunt an empty house for Halloween
- ★ Round-up talent and have a talent show
- ★ Sell products of officially approved fund-raising suppliers (e.g. Tom Wat)

SOCIAL ACTIVITIES

All work and no play is certainly not a part of the FBLA philosophy. Because the organization is one that works, provisions should be made for activities that provide recreation, socializing, and just plain fun. However, it should be remembered that social activities may also be used to acquaint prospective



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members with business education and with FBLA. Chapters that invite visitors, such as faculty members, school administrators, guidance counselors, business people, prospective members, and parents to some of their social activities usually receive increased public awareness, interest and involvement as a reward.

Very few chapters need any suggestions about what kind of social activities to plan but a few suggested activities include:

- ★ Hold an open house (prospective members, school personnel, etc.)
- ★ Have a cookout
- ★ Plan a faculty-student sports event
- ★ Sponsor a get-acquainted social
- ★ Plan a BYOB party (Bring your own Banana for banana splits)
- ★ Hold a faculty recognition tea
- ★ Plan a Christmas party and go caroling
- ★ Hold a joint sunrise breakfast with other CTSOs
- ★ Build a float for homecoming, Christmas, or other parades
- ★ Have an awards banquet at the end of the year
- ★ Plan a dinner meeting and install new officers
- ★ Plan a party (bowling, swimming, skating, etc.)

SAMPLE CALENDAR OF EVENTS

Be sure to consult the online calendar regularly to make sure deadlines are being met.

- | | |
|-----------|--|
| August | <ul style="list-style-type: none">• Meet with officers to begin planning year's activities |
| September | <ul style="list-style-type: none">• Begin membership recruitment• Put up FBLA bulletin board• Plan and conduct officer installation and new member induction banquet |
| October | <ul style="list-style-type: none">• Continue membership recruitment• Submit dues to national office before deadline• Participate at Regional Leadership Conference• Determine fund-raising project |
| November | <ul style="list-style-type: none">• Conduct a fund-raising project• Participate in National Fall Leadership Conference• Plan and conduct activities for National Education for Business Week Plan and conduct activities for American Enterprise Day |



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- December
 - Collect items for needy family for Thanksgiving
 - Plan and conduct service project with local nursing home
 - Collect items for needy families for Christmas
 - Plan and hold Christmas social activity
- January
 - Hold membership recruitment drive
 - Submit second semester membership dues to National FBLA office before deadline
 - Prepare for Regional Competitive Events
- February
 - Participate in Regional Competitive Events
 - Conduct FBLA Week activities
 - Register for State Leadership Conference
- March
 - Prepare for State Leadership Conference
 - Conduct fund-raising project
 - Participate in March of Dimes fund raiser
 - Begin planning for Spring Awards Banquet
- April
 - Participate at State Leadership Conference
 - Finalize plans for Spring Awards Banquet
- May
 - Hold Spring Awards Banquet
 - Elect officers for next year
 - Have end-of-school cookout
 - Plan for participating at the National Leadership Conference
- June
 - Finalize plans for National Leadership Conference
- June or July
 - Participate at National Leadership Conference



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TECHNIQUES OF EFFECTIVE LEADERSHIP

Listed below are a number of situations that typically confront the leader of a group discussion and possible questions that may help resolve them.

1. To call attention to a point that has not been considered: "Has anyone thought about this phase of the problem?"
2. To question the strength of an argument: "What reasons do we have for accepting this argument?"
3. To question the source of information or argument: "Who gathered these statistics that you spoke of?" "Who is Mr. Park whose opinion has been quoted?" "Do you know that as a fact, or is it your opinion?"
4. To suggest that discussion is wandering from the point: "Can someone tell me what bearing this has on our problem? Your point is an interesting one, but can't we get back to our subject?"
5. To call attention to the difficulty or complexity of the problem: "Aren't we beginning to understand why...?"
6. To suggest that no new information is being added: "Can anyone add anything to the information already given on this subject?"
7. To register steps of agreement or disagreement: "Am I correct in assuming that we all agree (or disagree) on this point?"
8. To bring the generalizing speaker down to earth: "Can you give us a specific example on that point?" "Your general idea is good, but I wonder if you can't make it more concrete. Does anyone know of a case...?"



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9. To handle the impatient cure-all member: "Who has an idea on that?" "Hadn't we better reserve judgment until we all know more about this problem?"
10. To suggest that personalities be avoided: " I wonder what bearing that has on the question before us?"
11. To suggest that some members are talking too much: "Are there those who haven't spoken who have ideas they would like to present?"
12. To suggest the value of compromise: "Do you suppose the best course of action lies somewhere between these two points of view?"
13. To suggest that the group may be prejudiced: "Is our personal interest in this question causing us to overlook the interest of other groups?"
14. To draw the timid but informed member into the discussion: "Bill has had some experience in this. Let's ask him for his opinion."
15. To handle a question the leader cannot answer: "I don't know. Who can answer this for us?"
16. To encourage a speaker to talk with the group, not at the leader: "Don't you think you'd be heard better if you faced the rest of the group?"
17. To cut off a speaker who is too long-winded: "While we are on this point, let's hear from some others. Can we save your point until later?"
18. To take the play away from a verbose member: "You've raised a number of interesting points which should keep us busy a good while. Would anyone else like to comment on them?"



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19. To help the member who has difficulty expressing himself or herself: "I wonder if what you are saying isn't this...?" Doesn't what you've said tie in with our subject something like this...?"
20. To encourage further discussion by friendly comment: "That's a good question, I'm glad you raised it. Anyone have an answer?"
21. To break up a heated argument: "I think we all know how Bob and Mary feel about this, now who else would like to add to the discussion?"



LOCAL CHAPTER ADVISORY COUNCILS

Working closely with a business advisory council is one of the best ways to prepare FBLA members for meaningful jobs after graduation. The experience gained in dealing with business people can be invaluable.

Business people quickly become aware of students' potential as future employees, not to mention the effect an advisory council can have on improving your chapter's total program. The council can help officers, members and advisors by being a liaison with the business community. Council members should be invited to participate in chapter meetings and other chapter functions.

An advisory council can be particularly helpful in civic projects, appearances before civic and business associations, community-wide fund-raising and publicity campaigns, field trips, professional speakers, competitive events judges, local media coverage, scholarships, and national project tie-ins.

Advisory council size can vary according to chapter needs and community interest. The important thing is to have a council and use it advantageously. The council's function as the title implies, is to serve the chapter in an advisory capacity, aiding chapter officers, members, and advisors in assuring meaningful, worthwhile, significant, and successful chapter activities to serve the school and the business community.

Every community has civic minded individuals: the objective is to stimulate that civic-mindedness by telling the right people that FBLA is the right organization to join. Here are some pointers to assist the advisor in getting off to a good start:

- ★ Make a list of those in the community who are potential members of the council. List representatives from major companies, small businesses, and organizations such as the Jaycees, the Rotary Club, the Lion's Club; representatives from the local media (radio, TV, newspapers); school administrators; representatives from the mayor's office or city council.
- ★ Next, appoint a business contact committee within the chapter. This committee's job is to visit the representatives on the list. Personal contact is the key factor in convincing others to work with you. Working with students can give business people valuable input and ideas for the future.
- ★ Develop a fact sheet about FBLA. It should be no more than one page—brevity increases the chance of it being read – and should be



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left with the representative. Include the URLs for local, state, and national FBLA websites.

- ★ Once the advisor or member is in the door, begin "selling" the business person on FBLA. Explain what FBLA is, what it means to the members, how it benefits the members, how being involved in FBLA can help the business person, and why their help is needed. An FBLA flip chart is an excellent aid to take along on this visit. It acts as a visual aid to help the business person remember what is said; it helps the student remember what to say; and it lends a professional touch to the visit.
- ★ Remember to tell the representative that the chapter is willing to help him/her. Depending upon the nature of the company or organization, you might suggest helping with bulk mailings, keying, inventory, an open house, meeting, luncheons, etc. Ask for their suggestions on how you can work together.
- ★ Explain about the advisory council – how suggestions, ideas, and input into the chapter's plans and programs can provide active, first-hand experiences and insights into the working world of business. Ask if he/she would serve on the advisory council. Be sure to tell him/her names of others who are willing. Let him/ her know what projects the chapter has been involved in, and any plans for future chapter activities. Invite him/her to a chapter meeting. If a copy is available, show a video or PowerPoint presentation about FBLA.

Once the advisory council has been formed, call a special meeting to introduce the council to your chapter and school officials. Take photographs of this event and write a news release for local newspapers about the new council, listing its members and their background. Don't forget to send a copy of the article and photograph to the TOMORROW'S BUSINESS LEADER, the HOTLINE, and the State Newsletter.

Invite advisory council members to all major chapter functions and call special meetings of the council when major chapter projects and activities are planned.

The advisory council itself can be a good public relations tool for FBLA. Its suggestions, ideas, and input into chapter plans and programs can provide active, first-hand experience and insights into the working world of business. Show appreciation at the end of the year by honoring advisory council members at a special banquet.

Public Relations

A strong chapter depends on everyone in the school being aware of its value and understanding how it is an integral part of the instructional program. This is why it is necessary to be constantly publicizing activities and relating them to the betterment of the school and community. Student organizations can have a positive impact on the entire school.

Publicity can also build enthusiasm among chapter members. Everyone likes to read his or her name in print, to hear his/her name over the school PA system and the radio, or to be seen on television. Publicity for chapter activities can create more interest and hard work on the part of the members. Students soon know that people are "watching" and will want to do their best. Also, public relations activities are an excellent leadership development experience that requires members to develop both initiative and social poise.

By combining an active, worthwhile program with a planned program of public relations, the image and status of the chapter will be enhanced. The public needs to be informed that through chapter activities students are preparing for careers, are in training programs that are important and realistic, and are motivated and anxious to make a contribution to the school and community.

While career and technical student organizations are doing a remarkable job in the area of public relations in the business community, there is an area within the school community that needs constant attention. Sponsors of student organizations should be acutely aware of the importance of promoting positive public relations with the local school administration and should find ways to involve administrators actively in career and technical student organization activities. Efforts should also be made to show how a youth organization should not be a one-time effort, but rather an ongoing concern. Without the support from within the school system, the effectiveness of the student organization will suffer. FBLA advisors should invite school administrators to become professional members of their local chapter.

Any business education program, including the FBLA chapter, must develop good public relations if the program is to be a success in the school, with business organizations, and in the community. When developing a public relations program keep in mind the following principles:

- ★ A good public relations program must stress the positive.



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- ★ Public relations must be continuous. Plans should be made for the entire year so that the effectiveness of the business education program and FBLA is communicated throughout the year.
- ★ Public relations must be honest in both intent and execution.
- ★ Public relations should cover all phases of the business education program. This includes classroom-related instruction, on-the-job training, FBLA, the local advisory committee, parental involvement, and business involvement.
- ★ Public relations must be simple in meaning and conception. All segments of the public, including those who have no knowledge of business education, must be able to understand what is being said about the program.
- ★ The business education program must be intrinsically sound. Public relations can only be as good as the program from which they originate. Public relations are not intended to and can never take the place of well-planned, well-operated, and well-coordinated business education programs.
- ★ The business education program either has good public relations or bad public relations. THERE IS NO SUCH THING AS NO PUBLIC RELATIONS.

MAINTAINING RELATIONS WITH SCHOOL ADMINISTRATORS

A major part of the school administrator's job is knowing what is going on within his/her school. The FBLA advisor should see that the principal and other administrators are kept informed of all FBLA activities. A copy of the program of work for the year keeps the principal informed of upcoming events and will aid him/her in scheduling activities for the year. Also helpful are copies of such items as budgets, programs, and agendas of meetings. Knowing that the FBLA chapter is an active one usually improves the image of the chapter in the eyes of school administrators.

School administrators need to be kept familiar with the purposes and goals of FBLA. This may enable them to provide assistance when and where it is appropriate. Also, they are often in a position to influence others to assist the chapter. Knowing the purposes behind trips, conventions, and meetings helps administrators to understand why the group participates in the various activities.

When school administrators provide assistance with the chapter, they should be given recognition. A personal word of thanks from the advisor and members may enable the chapter to receive assistance at a later date.



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Public recognition of administrators who have provided assistance with the chapter is often appreciated. Making award presentations at banquets, assemblies, and other public places, as well as awarding honorary or professional membership in FBLA lets administrators and others know that their efforts are appreciated.

BECOME INVOLVED IN THE COMMUNITY

Activities that make a contribution to the community offer members the opportunity to become involved in community life, to provide a service to the community, to learn how to be responsible citizens, to meet influential business and community leaders, to learn steps necessary to see a project through, and to learn how to work with various business and local government officials.

Many chapters sponsor or co-sponsor activities for the benefit of non-profit organizations such as the March of Dimes, Heart Fund, Tourettes Syndrome, Red Cross, United Way, American Cancer Society, and many others whose services are urgently needed. Such activities provide a sense of pride and responsibility for FBLA members. Also positive recognition is gained from these activities for the members, the local, state and national organization, the business education program, and the school.

Other civic activities provide a public relations tool for the chapter, as well as the state and national organization, by informing the community about business education and about FBLA. Chapters often enter floats in parades, sponsor booths and exhibits that tell the FBLA story, assist community leaders, and further offer their services to community projects that need assistance.

Through working with local chambers of commerce and local merchants and business organizations, a chapter may provide a worthwhile service to the community by conducting business and/or consumer related projects that can improve the community. One way of assuring that community activities are included in the chapter's program of work is to establish a civic committee.

Civic Committee. The Civic Committee provides activities for the community's betterment so that members will learn to recognize obligations to the community in which they live. Specific responsibilities include:

- ★ Plan special civic activities in accordance with the guidelines for the Community Service Project competitive event.
- ★ Provide intensive information to chapter members concerning the selected civic activities.
- ★ Draft articles for the chapter newsletter, school newspaper, local newspaper, local radio station, state FBLA newsletter, "Tomorrow's

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Business Leader", etc., and submit the articles to the Public Relations Committee chairperson.

- ★ Contact and coordinate activities with civic groups with whom various activities are held, such as the Chamber of Commerce, Rotary Club, Lions Club, Jaycees, Business and Professional Women's Club, etc.
- ★ Conduct necessary follow-up activities, such as writing "thank you" letters.
- ★ Prepare the written report of the project in a timely manner for the Community Service Project competitive event according to the event guidelines.

MAKE USE OF COMMUNITY RESOURCES

The business education classroom extends beyond the walls of the school building into the community. An active, outstanding FBLA chapter effectively uses community resources in all phases of its work. A business teacher (and FBLA advisor) must believe the community wants to be involved and then must actively promote student use of the community resources. In doing this, students have greater exposure to realistic experiences and chapter activities are promoted widely. Awareness of a chapter's program of work through the use of community resources can promote greater understanding of how chapter activities are an integral part of the instructional program.

When the community is utilized as an integral part of the school, the students benefit. While working with community resources, students:

- ★ obtain experience in professional phone contacts, letter writing, introductions, and maintaining files;
- ★ have the opportunity to carry out ideas through utilization of community resources;
- ★ have contact with positive decision makers;
- ★ develop occupational pride;
- ★ develop future contacts for employment;
- ★ get parents involved so they can see first-hand positive actions and growth;
- ★ establish desirable relationships between students and adults;



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- ★ have increased opportunity for practicing what is learned in the classroom; and,
- ★ benefit through contact with the "world of work."

As a teacher or advisor of an active chapter, keep in mind these hints when working with the community:

- ★ Be professional, work through channels, do your homework, and be persistent.
- ★ Confirm and re-confirm all dates and times.
- ★ Supply informative brochures explaining chapter goals and objectives. Explain how chapter activities are a part of the curriculum.
- ★ Assist in obtaining release time.
- ★ Send appreciation notes.
- ★ Think of the little things such as being on time when meeting with representatives of the community, planning where guests are to park, and giving them useful information about the members.

The chapter advisor must serve and recognize the community if their support is wanted. Some suggested ways this may be accomplished include:

- ★ Involve Students in Civic activities:
 - needy family project at Thanksgiving and/or Christmas
 - "Get out the Vote" project
 - usher at civic events (and wear FBLA attire)
 - community fund drive solicitors, walk-a-thons, etc.
 - provide donations from special fundraising projects
- ★ Promote organizational activities within the community
 - designate appreciation days
 - clean-up and/or paint-up projects
 - assist the elderly with shopping, yard work, etc.
 - provide baby sitting services
 - develop safety campaigns
 - school/community shoplifting prevention programs
 - design exhibits, posters, displays
 - establish beautification programs
 - crime prevention projects in the school and community
- ★ Recognize community participation
 - publicize activities with pictures
 - give certificates of appreciation



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award honorary membership in the chapter
select notable contributors (time, talent and money)
support members in their projects
express appreciation through notes, phone calls, etc

USE THE BUSINESS COMMUNITY EFFECTIVELY

Chapter members are encouraged to participate in activities designed to facilitate intelligent career choices, develop business skills, learn the value of community responsibility and become well-rounded individuals. Activities designed to accomplish these objectives are developed and tailored to each chapter by its members. With the assistance of the chapter advisor, members should plan activities to reinforce the goals of FBLA.

Guest speakers, panel discussions, and business-related videos are often used as instructional programs for chapter meetings, as well as being integrated into various classroom instructional activities. Many chapters also take field trips to study specific problems and methods of solution as related to and determined by various business, industry, and office occupations.

Learning about free enterprise is an important professional activity that can help prepare members for careers. Chapters are encouraged to write for economic materials on free enterprise (for example, from the Joint Council on Economic Education), invite business speakers to explain how free enterprise affects their businesses; conduct free enterprise workshops, debates, forums, fairs, and surveys; and get involved in other activities that will increase the members' knowledge of the free enterprise system. Free enterprise activities are a natural for publicity and can gain community and business support for your chapter.

A widely used professional activity is the Awards and Recognition Banquet, which many chapters hold near the end of the school year. It can be used to create community goodwill and is an excellent opportunity for extensive advisory council involvement and recognition. To assist in planning for special activities of this nature, the chapter should establish a program committee.

Program Committee - The program committee plans worthwhile meetings for the membership in accordance with the goals of FBLA. The chapter vice president should serve as the chairman of the program committee. Specific responsibilities include:

- ★ Plan regular meetings for the year (excluding social and civic), keeping the goals of FBLA in mind.
- ★ Arrange for appropriate speakers, programs, videos, etc., for meetings.



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- ★ Reserve and arrange for meeting rooms and arrange for any audio-visual equipment needed.
- ★ Provide appropriate notice to members through student newspaper, chapter newsletter, bulletin boards, posters, telephoning, etc.
- ★ Draft a notice of the meeting to be sent by the chapter secretary to the members.
- ★ Inform the social committee of any needed refreshments.
- ★ Conduct follow-up activities, such as sending thank you letters within a few days after the meeting.
- ★ Plan for special occasions, such as the induction of new members, and the installation of chapter officers.
- ★ Plan the Awards and Recognition Banquet at the end of the school year.
- ★ Coordinate combined activities with other FBLA chapters in the region and the state, as well as other career and technical student organizations such as DECA, FCCLA, HOSA, Skills OSA-VICA, etc.

HOW TO GENERATE PUBLICITY

Conducting an innovative activity without publicizing it is like talking into a void—the benefits that might have been gained are lost. This is the importance of telling your story and telling it well.

Effective publicity can enhance your chapter's ability to interact with the business community. It can also serve as the basis for a well-rounded public relations campaign. Publicity can help your chapter by:

- ★ creating or sustaining community support of career and technical education in general and FBLA in particular;
- ★ nurturing pride among members and stimulating them to greater efforts;
- ★ maintaining student interest by fostering awareness; and,
- ★ attracting prospective members.



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Generating Publicity - Gaining publicity requires knowledge of available resources, which can be found in both the school and community. The advisor's job is to assist members in identifying these publicity outlets, discovering how to use them, and telling the story with initiative and imagination. Sources of in-school publicity include:

school newspaper	bulletin boards
chapter newsletter	assembly program
faculty and staff	fairs, recreational programs

Sources of publicity outside of school include:

newspaper	local business newsletters
radio	community civic functions
television	chamber of commerce

Using News Services - The following list includes a variety of ways your chapter may use various news services.

- ★ Use newspapers for news about the chapter through news articles, community calendars, letters to the editor, features, columns, editorials, and special sections.
- ★ Use radio for news about the chapter through news items, spot announcements, personality spots, guest interviews, discussions, on-the-spot coverage, community bulletin boards, and public service announcements.
- ★ Use television for news about the chapter through news items, editorials, human interest fillers, interviews, panel or group discussions, demonstrations, and public service announcements.
- ★ Contact news directors; personalities; program directors; station managers; editors for city, business, education, environment, fashion, and women's issues; and columnists.
- ★ Report newsworthy topics, such as:
 - Community or school service projects
 - Field trips and tours
 - Special guest speakers or seminars
 - Competitive events



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Special events, such as open house, career day, and employer appreciation banquet
Participation at regional, state, and national conferences
Scholarship winners
Special joint ventures with labor and management groups
Advisory council activities
National programs observed on local level—FBLA

Transfer Responsibility to Students - To have a successful public relations program, each chapter needs to have formally or informally a (1) public relations chairperson and committee, (2) historian, and (3) reporter. Benefits to the student from public relations experiences include the practical application of the following skills:

- ★ writing,
- ★ communication,
- ★ meeting deadlines,
- ★ decision making,
- ★ organizing,
- ★ initiating contacts,
- ★ responsibility, and
- ★ creativity.

The more responsibility given to students and the more they become involved, the stronger the chapter becomes. Also, in working with public relations, individuals in the community often find it difficult to turn students down when they make requests. Suggested public relations duties for students include:

- ★ File clippings and pictures of chapter activities and keep a chapter scrapbook.
- ★ Assist in maintaining a chapter bulletin board.
- ★ Assist in planning and arranging chapter exhibits.
- ★ Send news and pictures to local newspapers, television stations and radio stations.
- ★ Send news and pictures to the state vice president(s) for inclusion in the state newsletter and to the national FBLA office for inclusion in the Tomorrow's Business Leader.
- ★ Take pictures of events during the year and record the purposes.



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- ★ Make arrangements to have a professional photographer available when needed.
- ★ Invite the news media to special events.
- ★ Keep a date book and record of what activities were undertaken, including who, what, when, where, why.
- ★ Make sure public relations supplies (camera, film, etc.) and equipment are included in the chapter budget.
- ★ Supervise the assembly of resources and train students to use photographic equipment, supplies, stationery and postage, scrapbook, and computers.
- ★ Key a format for news releases, including student contact for more information, advisor to contact, and the school name, address and phone number.
- ★ Produce a "picture story" (PowerPoint, video tape) from a student point of view.
- ★ Make sure each news story is newsworthy.
- ★ Screen all public relations material and distribute to appropriate sources.

Public Relations Committee - The public relations committee stimulates and sustains public support of the FBLA program. Specific responsibilities include the following:

- ★ Provide information to persons outside the chapter.
- ★ Write and submit news releases to local newspapers, school newspapers, chapter newsletters, and radio and television when appropriate.
- ★ Prepare bulletin boards, displays, etc., at appropriate locations within the school. Prepare posters, displays, handouts, etc., for use at selected businesses, store windows, fairs, and shopping malls.
- ★ Send information to those responsible for state and national FBLA publications.



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- ★ Coordinate appearances by chapter members, parliamentary procedure team, etc., at school, business, and professional meetings.
- ★ Host junior high/middle school, high school and transfer students on visits to campus.
- ★ Review the monthly newsletter as a source for potential media news articles.



THE ART OF GETTING ALONG WITH OTHER PEOPLE

Public relations is what the public thinks of a person or organization. Are they polite? Do they do a good job? Are they interested in me? Everyone has public relations—good or bad—whether they like it or not. Planned public relations is simply “putting your best foot forward.” It is demonstrated by your attitude toward yourself and others, by your knowledge of your subject, by your willingness to help others, and by your skill in communicating with others. REMEMBER, public relations always start with you.

Ask yourself the following questions about your attitude toward yourself:

- ★ Do I have the desire to learn and to help others?
- ★ Do I express enthusiasm when I talk with others?
- ★ Am I willing to work, to discipline my thoughts and efforts to get things done?
- ★ Do I want to grow, to do a bit more than is expected of me?
- ★ Do I have a sense of humor so that I don't take myself too seriously or think I know too much? Do I get fun out of work?

Ask yourself the following questions about your attitude toward others:

- ★ Am I really interested in others and their problems?
- ★ Do I understand the view points of others, how and why they feel, think, look, and act as they do?
- ★ Am I willing to listen and to learn from others?
- ★ Do I understand the importance of teamwork and of working together to reach a goal, of helping and not criticizing?

EXAMPLE OF PUBLIC RELATIONS TOOLS

Chapter Newsletter - Send a newsletter to members, parents, business persons, teachers, counselors, and school administrators. Include chapter announcements, special interest features, and articles about chapter activities and awards.



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Chapter Website - Develop a website with chapter information.

Decals, Bumper Stickers Buttons - Make/buy, distribute, and wear items with FBLA logo.

Displays and Exhibits - Prepare displays or exhibits for such events as Career and Technical Education Week, FBLA Week, Education for Business Week, Free Enterprise Day, career day, and chapter awards ceremonies. Displays may also be placed in junior high/middle schools, business store windows, and on school bulletin boards.

Certificates and Plaques - Present certificates or plaques in recognition of outstanding contributions by students, teachers, school administrators, business persons, and other community leaders. If a certificate is framed when it is presented, it is more likely that it will be displayed by the recipient.

Speeches and Presentations - Prepare a speech about the chapter which can be given at various school and community functions.

"Thank You Letters" - Thank you letters are an important way of showing your chapter's appreciation for contributions and support from the school and local community.

Conduct - Student and advisor behavior reflect a chapter image. Not all public relations is planned.

Scrapbook - Use in displays, classrooms, open houses, junior high/middle school promotions, new member promotions, and business contacts.

Chapter Jewelry and Clothing - Appropriate wear for speeches, conferences, special days, and chapter meetings.

Personal Communications - One-to-one contacts, telephone calls, and fund-raising activities all offer an opportunity for promoting your FBLA chapter.

Brochures - Develop original brochures for distribution to promote your local chapter and use state and national brochures to promote the organization.



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SUGGESTED ACTIVITIES TO PUBLICIZE FBLA AND BUSINESS EDUCATION

The following activities are designed to help you organize and carry out a successful promotion of your FBLA chapter as well as your business education program. Many of these suggested activities may be used during FBLA Week.

- ★ Invite successful alumni to speak to the chapter about the advantages of FBLA and business education. What has it done for them?
- ★ Invite speakers from the civic and business community.
- ★ Post announcements of activities on the doors to the business education classrooms and in the school's daily bulletin or for daily PA announcements.
- ★ Sponsor an open house for parents, students, faculty, staff, and school administrators. Have members provide demonstrations of what types of activities transpire in FBLA and in business education.
- ★ Send letters to parents telling of progress in business education classes and with the FBLA chapter. Parents enjoy hearing from teachers about the success of their children.
- ★ Either the chapter advisor or members (or a combination of both) may give a speech at a regularly monthly meeting of a civic organization.
- ★ Publish a newspaper supplement with other career and technical student organizations during Career and Technical Education Week.
- ★ Contact local businesses and mall associations to have marquee announcements. Also, many schools have marquees on which you could post announcements.
- ★ Sponsor a joint-career and technical student organization activity, such as during Career and Technical Education Week.
- ★ Conduct a student exchange day in which the students in your program trade career and technical classes with another student. This could be done for several days so that a student would have the opportunity to experience more than just one program.



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- ★ Conduct a poster contest for who can design the best poster depicting business education or that promotes FBLA. This activity could be integrated into a computer applications class.
- ★ Feature the outstanding accomplishments of a student, a group of students, or an alumnus.
- ★ Have a proclamation signed by the local school superintendent, school principal, the mayor, or the governor.
- ★ Hang banners and signs throughout the school and community proclaiming FBLA Week.
- ★ Sponsor a continental breakfast for school faculty, staff and administrators.
- ★ Encourage radio and television stations to run public service announcements recognizing FBLA week.



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SAMPLE PLANNING

I Don't Know Where to Start: A Formula for a Beginning

- ★ Set a personal goal that is realistic: "I will give attention to one specific public relations activity per month."
- ★ Set a program goal: "This year the public (school and community) will know that this program and chapter exists."

SAMPLE PLAN		
MONTH	POSSIBLE PR	CONTACT TOOL
September	Officer Elections Organization Meeting	Photograph Newspaper
October	Fall Leadership Conference	Radio Announcement
November	National Fall Leadership Conference Open House	Display
December	Christmas Service Project	Newspaper Feature
January	Employer/Supporter Contact Job Interview Contest	Decal Newspaper Feature
February	Career and Technical Education Week Regional Competitive Events	Displays PowerPoint/video for school/business
March	Promotion Speeches	Student Speeches in Classes
April	State Conference	Newspaper Television
May	Employer Appreciation Banquet	PowerPoint/video Plaques
June	Scholarship Winner	Newspaper News Release
July	National Leadership Conference	Newspaper Television



PUBLIC RELATIONS WORKSHEET

WHAT ARE WE GOING TO DO ABOUT PUBLIC RELATIONS THIS YEAR?		
Audience	What We Want to Tell The Audience	Means of Informing this Audience
Chapter Members		
Teachers in the Department		
Teachers in Other Departments		
Counselors		
Administrators		
School Board		
Employers		
Parents		
Mayor		
Business Person		
Legislator		
Civic Organizations		
News People		
Prospective Members		
Community Resources		
Other Student Organizations		
National Organization Publications		



Leadership Development

Future Business Leaders of America offers a variety of meetings that promote leadership development. Whether on the regional, state, or national level, participating in FBLA conferences offers members the opportunity to form useful and lasting networks with fellow members and business leaders. These contacts foster a better understanding of the FBLA structure. In addition, participating in these activities prepares members to be tomorrow's business leaders.

REGIONAL LEADERSHIP CONFERENCES

The fall conference is hosted by schools in the region (alternating on a rotational basis). North Carolina FBLA is divided into eight regions. In the fall, each region holds a fall leadership conference. Competitive events are held in each region in the winter. The competitive events are hosted by the vice presidents and their advisors.

Attendance at the fall leadership conferences is not limited. These conferences include leadership development workshops for members, special-interest sessions, and advisor training sessions.

Students who are active FBLA members and who have registered for competitive events are eligible to participate in the regional competitive events. Awards are presented to the top three finalists in each of the events held at the regional level and these students are eligible to advance to competition at the state Leadership Conference.

After a chapter has been chartered by the national FBLA office, the local advisor is encouraged to consult the NC FBLA web site to view (and print if desired) copies of the North Carolina State Handbook, the North Carolina State Awards Program Guidelines, and the Chapter Management Notebook. The Chapter Management Notebook contains entry forms for regional and state competitive events. All resource materials are available on the state website www.ncFBLA.org.

STATE LEADERSHIP CONFERENCE

The State Leadership Conference is a two and a half day conference held annually in the spring. The finalists from each regional conference are eligible to participate in the competitive events at the state conference. In addition, each local chapter may enter contestants in the competitive events held only at the state level. The first-place winners in all competitive events, and second-place



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winners in some events are eligible to advance to competition at the National Leadership Conference in those events that have a national counterpart.

In addition to the competitive events, the conference includes business meetings, election of state officers, special-interest sessions, and other planned activities. The State Leadership Conference culminates with a formal awards program during which awards are presented to the finalists in each of the competitive events. At the conclusion of the awards program, state officers for the following school year are installed.

NATIONAL FALL LEADERSHIP CONFERENCE

The national FBLA-PBL organization has divided the United States into five regions. North Carolina is a member of the Southern Region, along with eleven other southern states.

A leadership conference is held each fall in four of the five regions. Students and advisors share ideas and reaffirm common goals while participating in professional development and career opportunity workshops. Participants gain a better understanding of the organization at the regional and national levels.

Specific objectives of the regional conferences include:

- ★ developing better communication channels;
- ★ stimulating interest and enthusiasm for local, state, and national activities;
- ★ improving chapter management techniques; and,
- ★ providing leadership development opportunities.

NATIONAL LEADERSHIP CONFERENCE

The National Leadership Conference concludes the year's activities and sets the stage for the upcoming school year. The conference is held each summer in a major American city. All advisors and members of active chapters are eligible to attend.

Participants get involved in business-related and leadership development workshops, tour businesses and corporate facilities, elect national officers, and participate in national competitive events.



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The competitive events and other activities held throughout the conference are designed to stimulate leadership development for tomorrow's business leaders. Many of the sessions are designed to provide a forum for the ideas of student members from across the nation. Other planned activities include interaction with national leaders who offer ideas, suggestions, and encouragement from the fields of business, industry, government and entertainment. Workshops center around career, professional, and motivational sessions with outstanding activities on each agenda.

All active chapters receive a copy of the National Leadership Conference Guide from the national FBLA office during the spring. Hotel and conference registration forms, an outline of the conference program, planned tours, and other pertinent information is found in the Guide.



NC FBLA Bylaws

ARTICLE I. NAME

The name of this organization shall be the North Carolina Chapter of the Future Business Leaders of America.

ARTICLE II. PURPOSE

Section 1. The purpose of FBLA is to provide as an integral part of the instructional program additional opportunities for students (grades 6-12) in business education, and to develop vocational and career supportive competencies and to promote civic and personal responsibilities.

Section 2. The specific goals of FBLA are to:

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

ARTICLE III. MEMBERSHIP

Section 1. FBLA membership shall consist of members of chartered local chapters. These members shall hold membership in their state and national chapters. Individual members shall be recognized only through the state chapter of FBLA.

Section 2. Membership shall consist of the following classes of members:



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Active Members shall be students (Grades 6-12) who are enrolled in business education, who accept the purpose of FBLA, subscribe to its creed, demonstrate willingness to contribute to good school-community relations, and possess qualities for employment. Active members shall pay dues as established by FBLA and may participate in state and national events, in accordance with the guidelines of the State and National Awards Programs, serve as voting delegates to the State and National Leadership Conference, hold state and national office and otherwise represent their state and local chapters as approved by their respective state or local advisors. *Students enrolled in a Business Education course either term during the same school year are considered enrolled for the entire year and may continue as active members. When high school students have taken at least three Business Education courses a student may continue as an active member while they are in high school even if not currently enrolled in a course. When middle school students have taken at least two business courses a student may continue as an active member while they are in middle school even if not currently enrolled in a course.*⁴

Associate Members shall be persons not enrolled in business courses who comply with the rules and policies of FBLA. Associate members shall pay dues established by FBLA and may participate in chapter activities other than individual or team competitive events, recognition events, serve as voting delegates, or hold office.

Professional Members shall be persons associated with or participating in the professional development of FBLA as approved by the state chapter. Such members may include local and state chapter advisors, business teachers, business teacher educators, state supervisors of business education, employers or supervisors of cooperative work training students, advisory council members, businesspersons, and other persons contributing to the growth and development of FBLA. Professional members shall pay dues as established by FBLA, but shall not participate in events, serve as voting delegates, or hold office.

Honorary Life Members shall be elected to a state or local chapter by a majority vote. They shall be persons who are assisting in the advancement of business education and/or who are rendering outstanding service to FBLA. Honorary Life Members shall not vote or hold office and shall not be required to pay dues.

⁴ Voted in the Bylaws at the 2009 SLC



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ARTICLE IV. DUES AND FINANCE

- Section 1. Each local chapter shall pay annual state member dues per member as established by the board of directors.
- Section 2. Also the national membership dues as set by the National FBLA-PBL, Incorporated shall be paid by all *high school* chapter members. *Middle school chapter members shall join NC FBLA by paying dues as established by the NC FBLA Board of Directors and shall not be obligated to pay National dues.*
- Section 3. The fiscal year of FBLA shall be July 1 through June 30.
- Section 4. An audit shall be made annually by a certified public accountant.
- Section 5. The state office shall administer all FBLA finances, including the James L. White Scholarship Account and any other such accounts.

ARTICLE V. BOARD OF DIRECTORS

Section 1. Membership

Voting members of the Board of Directors shall be composed of the FBLA State Chairperson, the FBLA State Advisor, the FBLA State Officers, an elected Board representative from each of the regions as established by the Department of Public Instruction and the FBLA State Office, a representative of the professional division, and an advisor from the middle level division.⁵ Business Education State Consultants serve on the Board in a non-voting capacity.

Section 2. Election of Regional Board Members

One Business Education teacher who is a local active chapter advisor *shall* be elected to serve on the Board of Directors from each region by vote of the local chapter membership. Each local chapter may have only one nominee. The term of office for Board members shall begin immediately following their election, and they will serve a consecutive three-year term.

Regions are:

1. *Central*
2. *Eastern*

⁵ This was amended to include the Professional Division representative and the middle level division representative January, 2006.



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3. Northwest
4. Southeast
5. Southwest
6. Triad
7. Triangle East
8. Western

Terms of office of Board members *shall* be staggered so election of all eight regional members will not occur within the same year. No region *shall* have more than one elected member on the Board at the same time. *Board member terms shall be limited to two consecutive three-year terms. After the board member has been off the board for one term, they shall be eligible to be nominated again for a board position.* In the event that a vacancy is created by a Board member, a second election *shall* be held in the region of that member to fill the vacancy. The new member shall be elected to fill the unexpired term only.

Section 3. Duties and Authority of Board Members

The Board of Directors is empowered by the Constitution to act in an advisory capacity to the State Chapter, State Chairman, and State Advisor in developing operating policies and procedures of the organization. In this capacity, the group may advise in the following areas:

- ★ Attendance at conferences.
- ★ Student behavior at regional, state, or national conferences.
- ★ Contest and elections at regional, state, or national conferences.
- ★ Payment of dues to State and National Offices.
- ★ Qualifications of regional, state, and national officers.
- ★ Any other area requested by State FBLA Chairperson.

Changes in State Chapter rules, regulations, and procedure may be made in the following manner:

- ★ By a simple majority vote of the Board of Directors, or
- ★ By a decision of the State Chairperson when deemed necessary.

Section 4. Responsibilities of Board Members

At regional meetings, the Board of Directors member from the region shall be the final authority in the interpretation of the Constitution, bylaws, policies, and procedures of the association. At any other time, the Board of Directors member shall act as liaison between the State Staff and Board and individual local



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chapter advisors in interpreting actions of the Board. Board members shall present requests to the Board from one or several local chapter advisors in their respective regions. Board members shall offer encouragement, advice, and training to members of their respective regions in carrying out the FBLA program.

The Chairperson of the Board of Directors shall be the designated Business Education consultant. A recording secretary shall be appointed on a yearly basis, rotating by regions. It shall be the responsibility of the recording secretary to send minutes of Board meetings to the State Chairperson for distribution to all local chapters. It shall be the responsibility of Board members to discuss and clarify those minutes with local chapter advisors in their respective regions.

The Board of Directors may need to establish standing and ad hoc committees in order to help carry out their work. It shall be the responsibility of Board members to serve as chairpersons of standing committees. Members of the Board of Directors shall be subject to removal from the Board if they do not carry out their responsibilities.

Section 5. Eligibility Requirements for Board Members

Active local FBLA chapter advisors shall qualify to run for Board of Directors if they meet the following guidelines:

- ★ Served as an advisor or co-advisor of an active FBLA chapter for at least three years;
- ★ Attended and participated in at least three leadership conferences at the state, regional, or national levels;
- ★ Attended and participated in regional FBLA meetings;
- ★ Be willing to assume the responsibilities of Board members; and
- ★ Be willing to promote and uphold the high ideals of FBLA.

ARTICLE VI. EXECUTIVE COUNCIL

Section 1. The Chairperson of the Board, the FBLA State Advisor, and the state FBLA President shall constitute the Executive Council.

Section 2. The Chairperson of the Board shall be empowered to call meetings with the agreement of the State Chairman and the State Advisor.



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- Section 3. The Chairperson of the Board shall preside at all Executive Council meetings.
- Section 4. The Executive Council shall represent and act for the Association as the occasion may demand and plan for the overall welfare of the Association.
- Section 5. The Executive Council *shall be* empowered to plan and implement the total program of leadership development activities, state leadership training sessions, and the State Leadership Conference.

ARTICLE VII. OFFICERS AND ELECTIONS

Section 1. Elected State Officers

The following FBLA State Officers shall be elected by the FBLA voting delegates at the annual State Leadership Conference: *President and eight Regional Vice Presidents.*

Section 2. Appointment of Parliamentarian

The State Parliamentarian shall be that student who makes the highest written test score in the parliamentary procedure event at the State Leadership Conference. This student must have the recommendation of the local chapter advisor. The State Parliamentarian *shall* have at least one year remaining before being graduated from a secondary school.

Section 3. The advisor for each regional vice president shall be responsible for making arrangements for the annual competitive events meetings. Competitive event entry forms and contest materials will be provided by the state office.

Section 4. Qualifications for State Office

Only active members *shall be* eligible to hold state office. Only those applicants present at the State Leadership Conference and officially certified by the Officer Screening Committee shall be eligible for nomination as a candidate.

To be considered for an office in FBLA, an applicant shall:

- ★ Have at least one full school year remaining in the educational program in a secondary school.
- ★ Hold or have held an elected or appointed office in the local chapter or region and/or served as chairman of an



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outstanding committee; hold or have held elective or appointed offices in other youth organizations.

- ★ Be recommended by the chapter advisors and principal, and given parental permission to be a candidate.

- ★ Filed the following with the State Office prior to the State Leadership Conference:
 - a. Officer application
 - b. Resume, including qualifications for the office and plans for the next school year.
 - c. Statement of recommendation from the head of the business department and the high school principal.
 - d. Statement of parental approval.
 - e. Transcript

- ★ Have maintained at least a B average or above in high school.

Section 5. Nominations

Nominations shall be made as follows:

- ★ A local chapter may nominate only one member for a state office. A nominee for state office must be elected by a two-thirds vote of the members of his/her local chapter.
- ★ The application for nomination must be in the state office by the date given on the Calendar of Activities in the Chapter Management Notebook.
- ★ If no nominations are received from a region for regional vice president, the Board of Directors will appoint a regional vice president.

Section 6. Voting

Each chapter in good standing shall be entitled to send voting delegates from its active membership to the State Leadership Conference in accordance with the following:

- ★ 50 members and under -- 2 voting delegates
- ★ 51-100 members -- 3 voting delegates
- ★ Over 100 members -- 4 voting delegates

Voting shall be done by official delegates from each chapter at the annual State Leadership Conference using the voting procedures published prior to the beginning of the State Leadership Conference:



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The president *shall* be elected by vote of all official delegates in attendance at the annual State Leadership Conference. *The Regional Vice Presidents will be elected by vote of only the delegates from the schools in the region they will represent.*

Section 7. Term of Office

State officers shall be elected or appointed for one year, and their term of office shall begin at the close of the State Leadership Conference, and shall end at the following State Leadership Conference.

Section 8. Vacancy in Office

Should the office of President become vacant, the Vice-Presidents shall select from among themselves one to assume the duties of the President. The Board of Directors must confirm the decision of the Vice-Presidents before the office of President is considered filled. A vacancy in any office, other than that of President, shall be filled by *appointment* by the Board of Directors.

Section 9. Removal from Office

In the event that an elected or appointed state officer does not carry out the duties and responsibilities assigned that office, and in the event that a state officer does not behave in an exemplary manner which upholds the high ideals of FBLA, the officer shall be subject to removal from state office by the State Advisor and the State Chairman.

ARTICLE VIII. DUTIES OF STATE OFFICERS

Section 1. President

It shall be the duty of the president to preside over all Executive Council meetings at which time plans will be made for the State Leadership Conference, various state projects, and the National Leadership Conference. The President shall appoint all special committees as deemed necessary and shall serve as ex-officio member of these committees. The President must promote chapter organization as well as chapter activities. These tasks, which are most important, can be accomplished by three form letters. At the beginning of the school year, the first letter should be sent to each chapter requesting that they cooperate with the President during the year. The second letter should be sent to chapters who are



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interested in forming new chapters. This letter should be a follow-up letter to one written by the State Chairman and/or State Advisor. The third letter should be a letter of congratulations to the chapter in becoming an active chapter of FBLA. It shall be the duty of the outgoing FBLA President to prepare the annual activities report for the state chapter. The President shall also present state activities reports at regional and national meetings as requested.

Section 2. Regional Vice-Presidents

It is the duty of the regional vice presidents, acting under the direction of the President, to *promote the welfare of the FBLA organization in the state. Should the office of President become vacant, the Vice-Presidents shall select from among themselves one to assume the duties of the President. The Board of Directors must confirm the decision of the Vice-Presidents before the office of President is considered filled.* The vacant vice presidents position will then be filled by the Board of Directors. The Vice-Presidents shall carry out specific duties as may be assigned by these bylaws, the President, or State Advisor.

The regional vice presidents with the advice and counsel of the state advisor shall determine which vice presidents will assume or begin the rotation for the following responsibilities:

- ★ *Each regional vice president shall assume responsibility for publishing the state FBLA newsletter, THE NORTH CAROLINA BUSINESS LEADER. Beginning with September, one vice president shall publish the newsletter (four pages minimum) highlighting events in his/her region as well as state and national activities. The monthly newsletter shall be published on a rotating basis and each vice president shall be responsible for only one month each year. Each year the region that published the September newsletter will move to May the following year and the other vice president's responsibility will rotate as far away as possible from the month for which their region was responsible the previous year. Electronic copies of the newsletter would be made available to local chapters.*
- ★ *Each vice president collects the news from each chapter, sends news items concerning the North Carolina FBLA to local and state newspapers to TOMORROW'S BUSINESS LEADER, the national news publication for FBLA. Each regional vice president must notify each chapter of the deadline for submitting news. After news items are received from individual chapters, the vice presidents must check each article for correctness of form and write the news item in third person if this was not done by the chapter reporter.*



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- ★ One regional vice president shall serve as guardian of the FBLA State Sign and is expected to carry it to all regional and national meetings and to be responsible for seating the state delegation together at the regional and national meetings.
- ★ Two regional vice presidents shall record accurate records of the sessions of the State Leadership Conference, State meetings at National Conferences and of the meetings of the Executive Council. One copy of the minutes shall be sent to the State Advisor for the permanent files, one copy kept for the secretary's files and one copy sent to each local chapter in the state. These vice presidents shall keep on file copies of the state and national constitutions and shall perform such other duties as directed by the President or State Advisor.
- ★ *Three regional vice presidents shall record activities of interest pertaining to the local, state and national organizations and keep a history in the form of videotape. These vice presidents shall secure as much footage as possible of state activities to be used in videotapes to be made available to member chapters. These vice presidents should write a short note to local chapters early in October reminding them to begin collecting video footage to be placed in the state videotape. In early February, these vice presidents shall notify all chapters of the deadline for submitting video footage to be included in the state video tape.*
- ★ *Three regional vice presidents shall organize materials for the FBLA website. These vice presidents will review the materials in the website to ensure that they are accurate and current. Materials will be moved out of the website whenever they are no longer accurate or needed. Collaborating to improve the website will be the responsibility of the all three of these vice presidents. One of these three vice presidents will become the key contact with the website provider to ensure that information flows through an organized process to the webmaster.*

Section 3 Parliamentarian

The Parliamentarian *shall* be thoroughly familiar with parliamentary procedure and have sufficient knowledge to rule on all points of order during meetings of the association. The Parliamentarian should have a copy of the state and national constitutions and bylaws and a copy of Robert's Rules of Order, Newly Revised on hand at all times.



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ARTICLE IX. MEETINGS AND CONFERENCES

Section 1. Local chapters shall hold their meetings monthly or more throughout the school year and at such time and place as may be decided upon by the local chapter and according to local school policy.

Section 2. *Fall workshop shall be held yearly in each region. The regional competitive events shall be held during January and February of each year. Management of the fall workshops will rotate through the schools in the region according to a plan developed and managed through the leadership of the board of directors member.*

Section 3. The State Leadership Conference shall be held annually at least 45 days prior to the National Leadership Conference at a time and place to be determined by the State Chairman and State Advisor.

ARTICLE X. RULES, REGULATIONS AND POLICIES

Section 1. Such rules, regulations, and policies are deemed necessary for the proper conduct of the organization shall be adopted.

Section 2. No rules, regulations, and policies shall be adopted which are contrary to the state and national constitutions.

Section 3. In all meetings, Robert's Rules of Order, Newly Revised shall serve as standard procedure.

ARTICLE XI. AMENDMENTS

Section 1. Proposed amendments to the Bylaws shall be submitted in writing by local chapters to the Board of Directors.

These proposed amendments shall be reviewed by the Board, which, in turn, shall submit them to local chapters with recommendations. Amendments may be adopted by one of two ways:

- ★ A simple majority vote of local chapter *delegates* in attendance at the State Leadership Conference, or by
- ★ A simple majority of local chapter *delegates* votes by mail.

Revised 1997 and Approved 1998
Revised 2009 and Approved - 2009



Selected References

Future Business Leaders of America/Phi Beta Lambda, Inc. Reston, Virginia.

Advisor's Hotline
FBLA/PBL National Chapter Management Handbook
FBLA National Project Winning Written Reports
Tomorrow's Business Leader
Website: www.FBLA-pbl.org

North Carolina Future Business Leaders of America. Raleigh, NC.

Chapter Management Notebook (See latest annual update)
North Carolina Business Leader (online)
Officer Candidate Guide
State Awards Program
State Handbook
Website: www.ncFBLA.org