

Business Management



FBLA High School Competitive Events Guidelines

2022–2023

Case Study Events

Overview

These events consist of a case study. In many cases, these events consist of two parts: an objective test and an interactive case study. A 60-minute objective test will be administered on-site at the NLC. Team competitors will take the test individually and team scores will be averaged. Please check specific event guidelines to determine whether or not the event has an objective test.

Eligibility

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

NLC Registration

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

Finals

Case study events with an objective test: The top fifteen scoring individuals/teams advance to the final round.

Case study event that do not have an objective test: Fifteen finalists, or an equal number from each group in the preliminary round, will advance to the final round.

Banking & Financial Systems
Business Management
Client Service
Entrepreneurship
Help Desk
Hospitality & Event Management
Impromptu Speaking
International Business
Introduction to Event Planning
Management Information Systems
Marketing
Network Design
Parliamentary Procedure
Sports & Entertainment Management

Business Management

Event Type: I or T

Equipment Setup Time: N/A

Prep Time: 20 minutes

Performance Time: 7 minutes

Warning Time: 6 minutes

Time Up: 7 minutes

Q&A: N/A

Objective Test Competencies

- Information and communication systems
- Human resource management
- Financial management
- Business operations
- Management functions and environment
- Business ownership and law
- Strategic management
- Ethics and social responsibility
- Marketing
- Economic concepts
- Careers

Case Overview

A problem encountered by managers in the following areas: human resource management, financial management, marketing management or information systems management. Competitors will assume the role of management and present a solution to the case study.

Performance Guidelines—Final Round

- Two 4" x 6" note cards will be provided to each competitor and may be used during event preparation and the role play. Information may be written on both sides of the note cards. Note cards will be collected following the role play.
- No additional reference materials are allowed.

- Individuals/teams should introduce themselves, describe the situation, make their recommendations, and summarize their cases during the role play.
- If participating as a team, all team members are expected to actively participate in the role play.
- All questions raised in the case must be addressed during the role play.
- Turn off all electronic devices.
- Objective test scores will be used to break a tie.
- Performances are not open to conference attendees.

Objective Test Guidelines

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

Penalty Points Deducted by Judges

- Competitors may be disqualified if they violate competitive event guidelines.
- Five points are deducted if competitors do not follow the dress code.
- Five points may be deducted for each instance of not following guidelines.

FBLA Business Management Test Study Guide

Competency A: Information and Communication Systems	NEEDS: 17
Tasks	
1. Define communication and discuss its implication for effective management in the manager's role.	
2. Apply communication skills (e.g., reading, writing, speaking, listening and viewing) in a courteous, concise, and correct manner.	
3. Demonstrate effective communication techniques and skills (e.g., verbal, nonverbal, and technological communications and effective listening skills) in working with individuals, groups, and supervisors.	
4. Examine communication barriers and ways to eliminate them.	
5. Write internal and external analytical reports (reports that examine a problem/issue and recommend an action).	
6. Examine potential communication challenges in international business.	
7. Apply appropriate strategies to manage and resolve conflicts in work situations.	
8. Plan and facilitate an effective meeting (e.g., agenda, handouts, etc.).	
9. Make an oral presentation with appropriate media and aids to an audience.	
10. Evaluate the impact of liaisons with community, governmental, and professional organizations on the business environment.	
11. Read and comprehend technical and nontechnical reading related to job performance.	
12. Interpret data on graphs, charts, diagrams, and tables commonly used in this industry/occupation.	
13. Use correct grammar, punctuation, and terminology, and communication skills to produce and edit clearly written traditional and electronic documents.	
14. Select and use word processing software and accompanying features to enhance written business communications.	
15. Use database, spreadsheet, presentation, scheduling, and integrated software packages to organize, prepare, manipulate, manage, and present information.	
16. Use computer networks (e.g., Internet, online databases, and e-mail) to facilitate collaborative or individual learning and communication.	
17. Operate electronic mail applications to communicate within a workplace.	
18. Employ collaborative/groupware applications to facilitate group work.	

FBLA Business Management Test Study Guide

Competency B: Human Resource Management	NEEDS: 17
Tasks	
1. Identify important human relation skills needed by managers.	
2. Develop a staffing plan and prioritize staffing needs to minimize costs while maximizing business contribution.	
3. Analyze the impact of outsourcing on businesses.	
4. Identify methods/procedures for recruiting employees, publicizing job openings, interviewing, and selecting applicants for employment.	
5. Recognize the benefits and challenges in managing a diverse workforce.	
6. Discuss factors and outline the procedures used in employee performance documentation, promotion, and termination including grievance processes.	
7. Identify legislation affecting the recruitment and selection process (e.g., affirmative action, right to privacy, and Americans with Disabilities Act).	
8. Review legal issues (e.g., harassment, employee rights, privacy, drug testing, labor disputes, discrimination, and substance abuse) and the potential impact to the business.	
9. Investigate and evaluate the elements of an employee compensation package and benefit plan.	
10. Explain the purpose and characteristics of orientation programs for new employees, staff development, and other training and continuing education programs.	
11. Investigate the impact of new technology on the workforce.	
12. Resolve staff issues/problems to enhance productivity and improve employee/employer relationships.	
13. Explain the role of labor unions and management, the collective bargaining process, and advantages and disadvantages of union membership.	
14. Compare various motivation theories and explain their importance for understanding employee behavior including job rotation, job enlargement, and job enrichment.	
15. Explain the concept of authority, delegation, responsibility, and accountability as a requirement of any managerial position.	
16. Develop, interpret, and explain written organizational policies and procedures to help employees perform their jobs according to employer rules and expectations.	
17. Organize work teams and schedule employee work assignments.	
18. Develop company health and safety programs to ensure compliance with regulations and employee protection.	

FBLA Business Management Test Study Guide

Competency C: Financial Management	NEEDS: 17
Tasks	
1. Describe methods of obtaining capital, and explore differences among various sources of capital.	
2. Discuss investment instruments and the stock market and its impact on business decisions.	
3. Compare the types of financial service providers, and describe common banking services.	
4. Analyze cost/profit relationships and other financial data to guide business decision making.	
5. Monitor results of revenue and explain its impact on inventory, personnel, insurance, and promotion.	
6. Manage the cash flow of the business including identifying the cost of operations, the ways that companies can control costs, and sales/production records.	
7. Analyze basic financial statements and reports (e.g., cash flow, income statement, and balance sheet) and apply to business decisions.	
8. Identify and assess business risks, select risk-management strategies, and develop and evaluate a risk-management plan.	
9. Forecast future budgetary needs and prepare a budget to include short- and long-term expenditures.	
10. Describe types of records needed and implement suitable internal accounting controls to ensure the proper recording of financial transactions.	
11. Describe credit plans, credit cards, credit policies, credit ratings, credit agencies, collection procedures, and credit analysis.	
12. Identify reasons for taxes, types of taxes, and the effects taxes have on business decisions.	
13. Describe the purpose of insurance and the types of insurance for business.	
14. Analyze the components of a financial plan.	

FBLA Business Management Test Study Guide

Competency D: Business Operations	NEEDS: 14
Tasks	
1. Identify, interpret, analyze, and synthesize information used in decision making in the business environment.	
2. Develop and manage quality-control processes to minimize errors, maximize operational effectiveness, and to expedite workflow.	
3. Implement personal and jobsite safety rules and regulations to maintain safe and healthful working conditions and environments.	
4. Develop and implement security policies/procedures to protect employees and to minimize chance for loss.	
5. Identify methods and tools to design or redesign products.	
6. Evaluate the effectiveness and efficiency of a production schedule.	
7. Identify factors considered when selecting suppliers (e.g., quality, price, and reliable delivery).	
8. Define inventory control and evaluate a system for maintaining inventory control.	
9. Employ planning and time management skills and tools to monitor, plan, and control day-to-day activities required to enhance results and complete work tasks.	
10. Utilize organizational and project management skills to improve workflow, minimize costs, and monitor and evaluate business projects.	
11. Maintain property and equipment necessary for ongoing business activities.	
12. Manage purchasing activities to obtain the best service/product at the least cost.	
13. Use appropriate technology tools and computer-based equipment (containing embedded computers or processors) to control devices and for business applications.	
14. Plan physical layout, furnishings, and equipment for a business environment and analyze for maximum efficiency.	
Competency E: Management Functions and Environment	NEEDS: 11
Tasks	
1. Describe current and emerging trends in business (e.g., acquisition/downsizing, e-commerce, data mining, labor market, and social issues).	
2. Describe the impact of demographic issues on business.	
3. Define the four functions of management and describe management roles, functions, skills, and values.	
4. Compare and contrast the planning function to other management functions.	
5. Explain the importance of organizing in business.	
6. Describe how organization provides accountability by delegating authority and assigning responsibility.	
7. Describe the nature of managerial control (e.g., control process, types of control, and what is controlled).	
8. Determine the evaluating/controlling strategy for a given business situation.	
9. Analyze leadership and management styles and their characteristics, benefits, and limitations in a variety of business situations.	
10. Identify stressors in the business environment and employ strategies for dealing with stress.	
11. Define forms of global partnering (e.g., licensing, joint ventures, exporting, importing, and franchising) and analyze business situations to determine opportunities for global partnering.	

FBLA Business Management Test Study Guide

Competency F: Business Ownership and Law	NEEDS: 11
Tasks	
1. Compare the characteristics, advantages, and disadvantages of different types of business ownership and organization in both service- and product-based businesses.	
2. Analyze ownership change transactions (e.g., mergers, acquisitions, hostile takeovers, and restructuring).	
3. Identify management levels and describe the interaction between and among management levels.	
4. Describe the types of organizational structures and identify the factors that influence an organization's structure.	
5. Identify current laws and regulations affecting the establishment and operation of businesses.	
6. Explain the purpose, list the parts of a business plan, and develop an effective business plan.	
7. List and explain components of a legally enforceable contract.	
8. Analyze the impact and relationship of government regulations and community involvement on business management decisions.	
9. Analyze the relationships among contract law, law of sales, consumer law, agency law, and environmental law.	
10. Describe the role of organized labor and its influences on government and business.	
Competency G: Strategic Management	NEEDS: 7
Tasks	
1. Identify examples of strategic plans, tactical plans, and operational plans.	
2. Describe the strategic planning process within an organization.	
3. Use planning tools (business and action plans, company goals and objectives, SWOT, benchmarks) to guide an organization's activities.	
4. Develop business plans to meet company needs (e.g., company vision, goals, objectives, and management plan).	
5. Identify major management tasks involved in implementing the work of an organization.	
6. Organize business activities related to a company's vision, mission, and values to achieve established action plans.	
7. Control an organization's/department's activities to monitor business activities and to make business decisions.	
8. Discuss benchmarking and discuss the importance of benchmarking in evaluating company performance.	
9. Adjust growth projections impacting facilities and equipment to foster profitable operations.	

FBLA Business Management Test Study Guide

Competency H: Ethics and Social Responsibility	NEEDS: 7
Tasks	
1. Display characteristics of an acceptable work ethic (e.g., attendance, and attire).	
2. Differentiate social, ethical, and environment issues facing business.	
3. Demonstrate knowledge of ethical behavior in a business environment (e.g., confidentiality of information, employee right to know, hiring practices, plagiarism, copyright violations, sexual harassment, mission statement, code of ethics, etc.).	
4. Identify the impact of unethical behavior on a business.	
5. Identify ethical considerations resulting from various situations (e.g., technological advances, international competition, employer-employee relationships, and consumer relations).	
6. Identify ways in which a business organization demonstrates social responsibility (e.g., providing jobs, paying taxes, and contributing to special community projects).	
Competency I: Marketing	NEEDS: 7
Tasks	
1. Explain the role of marketing in the economy.	
2. Analyze marketing information/research to make informed decisions.	
3. Explain marketing concepts and identify and apply the components of the marketing mix.	
4. Describe promotional strategies (e.g., telemarketing and e-commerce).	
5. Analyze the impact of e-business on profitability.	
6. Describe different pricing strategies and the importance of price.	
7. Discuss ways to maintain product and service quality and customer satisfaction.	
8. Explain the importance of packaging and branding in relation to customer/sales satisfaction.	
9. Discuss the channels of distribution, distribution transportation, and product handling.	
Competency J: Economic Concepts	NEEDS: 7
Tasks	
1. Identify basic micro and macro economic concepts (i.e., supply and demand, leading economic indicators, business cycle, and economic cycle).	
2. Compare and contrast basic economic systems, free markets, and economic-political systems.	
3. Describe the current economic environment and its effect on business.	
4. Describe economic indicators impacting financial decision making and use them to detect economic trends and conditions.	
5. Describe the importance of international trade and how global competition has affected how American businesses operate.	
6. Identify various forms of competition (e.g., pure competition, monopolistic competition, oligopoly, and monopoly).	

FBLA Business Management Test Study Guide

Competency K: Careers	NEEDS: 7
Tasks	
1. Develop a career plan in business management.	
2. Demonstrate skills related to seeking and applying for employment to find and obtain a desired job.	
3. Identify the steps to follow in resigning from a position.	
4. Identify the characteristics of a successful supervisor/manager.	
5. Continue professional development to keep current on relevant trends and information within the industry and for career advancement.	

FBLA Business Management

References:

Career Cluster Resources for Marketing, Sales & Service. 2008. National Association of State Directors of Career Technical Education Consortium. Washington, DC.

Career Cluster Resources for Business, Management and Administration. 2008. National Association of State Directors of Career Technical Education Consortium. Washington, DC.

Career Cluster Resources for Finance. 2008. National Association of State Directors of Career Technical Education Consortium. Washington, DC.

Business Education Standards. National Business Education Association. Reston, VA.

Business Management Competency Profile. 2001. Career and Technical Education. Missouri Department of Elementary and Secondary Education. Jefferson City, MO.

Management Curriculum Content Frameworks. 2004. Career and Technical Education, Office of Assessment and Curriculum, Arkansas Department of Workforce Education. Little Rock, AR.

Business Management Competency-Based Task/Competency List. 2009/2010. The CTE Resource Center, Virginia Department of Education. Henrico, VA.

Business Management Occupations Skill Standards. Vocational Technical Education Consortium of States, Decatur, GA.

Business Supervision and Management Curriculum Framework. 2009. Florida Department of Education. Tallahassee, FL.

Management and Entrepreneurship Profile. 2008. Division of Technical and Adult Education. Charleston, WV.

BUSINESS MANAGEMENT SAMPLE TEST QUESTIONS

- 1) S.T.E.M. related advancements in a specific industry as well as in society at large are typically included in the ___ dimension.
 - A) technological
 - B) corporate culture
 - C) sociocultural
 - D) economic

- 2) The ___ management function provides information needed to improve operations.
 - A) planning
 - B) organizing
 - C) implementing
 - D) controlling

- 3) Which is the correct sequence for a manager to accomplish the four basic management functions.
 - A) Dependent on the prevailing circumstances
 - B) Organizing, planning, leading controlling
 - C) Leading, controlling, organizing, planning
 - D) Planning, organizing, leading, controlling

- 4) A ___ is an association of interrelated and interdependent parts working together to accomplish a specific job or task.
 - A) organization
 - B) process
 - C) system
 - D) group

- 5) Chester Barnard's acceptance theory of authority states that employees will follow a manager's orders if they
 - A) are involved in the decision-making process.
 - B) believe that the orders are consistent with the goals of the organization.
 - C) see the benefits to others if the orders are carried out.
 - D) instructed about what is required.

- 6) The basis of organization control is based upon ___ according to the Bureaucratic Management Theory.
 - A) rules
 - B) profits
 - C) first level employees
 - D) managers and immediate supervisors

- 7) The ___ are the parts of an organizational system most closely related to the goal approach to organizational effectiveness.

- A) inputs
- B) outputs
- C) synergy
- D) feedback

- 8) A ___ is a management tool used to measure the success of a company's strengths, weakness, opportunities, and threats.
- A) strategic plan
 - B) trendline analysis
 - C) business matrix
 - D) SWOT analysis
- 9) The ___ viewpoint believes that "it all depends" upon the situation or circumstances.
- A) traditional
 - B) modern
 - C) contingency
 - D) behavioral
- 10) A(n) ___ manager typically orders employees to do certain tasks but does not tell the employees how the tasks contribute to the final task.
- A) participative
 - B) bossy
 - C) free-rein
 - D) autocratic
- 11) Hawthorne's studies discovered that ___.
- A) rate busters don't make their quotas
 - B) unions control worker production
 - C) peer pressure improved production
 - D) social pressure was more important than financial incentive
- 12) ___ programs are structured to assist employees within the workplace and include exercise, meditation, and organization.
- A) Work-life balance
 - B) Company goals
 - C) Teamwork
 - D) Stress management
- 13) ___ are branches of an international firm.
- A) Foreign firms
 - B) Parent firms
 - C) Alliances
 - D) Subsidiaries

- 14) A ___ is a business structure with owned and managed by one person is a
A) S-Corporation.
B) sole proprietorship.
C) corporation.
D) partnership.
- 15) The corporation that has limited liability is
A) LLC
B) limited partnership
C) LLP
D) joint ventures

- 1) A
2) D
3) D
4) C
5) B
6) A
7) B
8) D
9) C
10) D
11) D
12) D
13) D
14) B
15) A

BUSINESS MANAGEMENT SAMPLE CASE STUDY

PARTICIPANT INSTRUCTIONS

1. You have 20 minutes to review the case.
2. Presentation time is seven minutes. At six minutes the timekeeper will stand and hold up a colored card indicating one minute is left and at seven minutes the timekeeper will stand and hold up a colored card indicating time is up.
3. The presentation is interactive, and the judges will ask questions throughout the presentation. The judges will play the role of the owners of Big Wheels Trucking Company. Your team has been tasked with developing a list of options that Big Wheels Trucking Company can implement to adequately provide for the retirees and their families while also limiting the significant financial outlay from the pension plans.
4. Each team member will be given two note cards. Note cards will be collected following the presentation.
5. All team members must participate in the presentation as well as answer the questions posed by the judges. Cover all the points described in the case.

PERFORMANCE INDICATORS

- Discuss changes in the company's business model.
- Discuss organizational changes that will be required to support the new initiatives.
- Provide the impact of the financials as related to the changes being made in the business.
- Explain new processes resulting from the organizational restructuring.

SAMPLE CASE STUDY SITUATION

Background Information

Your team has been contacted by Big Wheels Trucking Company to provide an analysis and recommendations for handling the retirement plans for their aging workforce. Currently, 20% of the fleet's 1,200 drivers will be retiring within the next 5 years and 45% within the next ten years. The drivers are extremely loyal and the company wants to be sure to return the favor. More than two-thirds of the drivers have worked for the company for over 15 years. The company has always put its employees and their families first. The compensation is very fair and the benefits package is exemplary. Contrary to many large corporations, Big Wheels wants to ensure that the retirees are treated fairly during retirement. The company has always provided up to 5% matching for employee pension plan contributions.

Scenario

Your challenge is to come up with the list of options that Big Wheels Trucking Company can implement to adequately provide for the retirees and their families while also limiting the significant financial outlay from the pension plans. The truckers are unionized, so all recommendations will need to be approved by the union prior to implementation. The union has always worked well with the Big Wheels Trucking Company's owner. You will be presenting your analysis and recommendations to the company's owner (judges) during the next scheduled board of directors meeting.

Other Useful Information

- Early retirement packages are an option.
- Advice should be based upon sound management theories and practices.
- Explain how taking care of the retirees will benefit the company when hiring new employees and in maintaining the loyalty of the current drivers.

HIGH SCHOOL - BUSINESS MANAGEMENT

Performance Rating Sheet

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-5	○	6-10	○	11-15	○		
Demonstrates understanding of the case study and defines problem(s) to be solved	0	○	1-5	○	6-10	○	11-15	○		
Identifies alternatives and the pro(s) and con(s) of each	0	○	1-7	○	8-14	○	15-20	○		
Identifies logical solution and aspects of implementation	0	○	1-7	○	8-14	○	15-20	○		
Demonstrates knowledge and understanding of the event competencies: Information and communication systems/ human resource management/ financial management/business operations/management functions/business ownership/careers/ ethics/marketing/ social responsibility/ economic concepts/strategic management	0	○	1-7	○	8-14	○	15-20	○		

Delivery Skills

Statements are well-organized and clearly stated	0	○	1-3	○	4-7	○	8-10	○			
Demonstrates self-confidence, poise, assertiveness, and good voice projection	0	○	1-2	○	3-4	○	5	○			
Demonstrates the ability to effectively answer questions	0	○	1-3	○	4-7	○	8-10	○			
Performance Subtotal (100 max)											

Penalty Points (Mark all that apply)

Dress Code not followed	-5	○	Deduct 5 points for each instance of guidelines not being followed	_____	○	Total Penalty	_____		
Grand Total									
Objective Test Score (to be used in the event of a tie)									

Name(s): _____

School: _____

State: _____

Judge's Signature: _____

Date: _____

General Competitive Events Guidelines

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

All members and advisers are responsible for reading and following competitive event guidelines.

Eligibility

- **Dues:** Competitors must have paid FBLA national and state dues by 11:59 p.m. Eastern Time on March 1 of the current school year.
- **NLC Registration:** Participants must be registered for the NLC and pay the national conference registration fee in order to participate in competitive events.
- **Deadlines:** The state chair, or designee, must register each state competitor on the official online entry forms by 11:59 p.m. Eastern Time on the second Tuesday in May.
- Each state may submit four entries in all events.
- Each competitor can only compete in one individual/team event and one chapter event.
- Each competitor must compete in all parts of an event for award eligibility.
- A team shall consist of two or three members. The exception is Parliamentary Procedure, which must be a team of four or five members.
- All members of a team must consist of individuals from the same chapter.
- If competitors are late for a competitive event, there are no guarantees they will get to compete. Competitive event schedules cannot be changed. **PLEASE NOTE** that competitive events start in the morning before the opening session of NLC.
- Competitors may be disqualified if they violate competitive event guidelines.
- Picture identification (drivers' license, passport, state-issued identification, or school-issued identification) is required when checking in for competitive events.

General Competitive Events Guidelines

Repeat Competitors

- **Members** may compete in an event at NLC more than once if they have not previously placed in the top ten of that event at NLC. If a member places in the top ten of an event at NLC, they are no longer eligible to compete in that event. This eliminates the exceptions for team events that were previously in place, as this change will now affect all events.
- **Modified Events:** A competitor may compete in the same event when the event is modified, regardless of placement at a National Leadership Conference. Note, if the only modification is a name change, competitors may not compete in the renamed event if they have previously placed in the top ten at the National Leadership Conference.
- **Chapter Events:** Competitors may compete in a chapter event as many times as they wish, regardless of placement at a previous National Leadership Conference (American Enterprise Project, Community Service Project, Local Chapter Annual Business Report, and Partnership with Business Project).
- **Pilot Event:** Competition in a pilot event does not disqualify a competitor from competing in the same event if it becomes an official competitive event. The participant may compete in another event as well as a pilot event.

Breaking Ties

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

General Competitive Events Guidelines

National Deadlines

- State chair/adviser must register all competitors for NLC competitive events online by 11:59 p.m. Eastern Time on the second Tuesday in May.
- All prejudged components (reports and projects) must be submitted by 11:59 p.m. Eastern Time on the second Tuesday in May.
- All prejudged projects and reports must be submitted electronically.
- All production tests must be submitted by 11:59 p.m. Eastern Time on the third Tuesday in May.
- All production tests must be uploaded online on the required platform.
- State chair/adviser may make name changes only (no additional entries) by 11:59 p.m. Eastern Time on the first Tuesday in June. Competitor drops are the only changes allowed after this date and onsite.

National Awards

- The number of competitors will determine the number of winners. The maximum number of winners for each competitive event is 10.

Americans With Disabilities Act (ADA)

- FBLA-PBL meets the criteria specified in the Americans with Disabilities Act for all participants who [submit an accommodation form](#).
- The form must be submitted by 11:59 p.m. Eastern Time on the second Tuesday in May.

Recording of Presentations

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