

Introduction to Business Communication



FBLA High School Competitive Events Guidelines

2022–2023

Objective Test Events

Overview

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

ELIGIBILITY

Each state may submit 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. These events are for individual competitors only.

NLC Registration

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

Accounting I
Accounting II
Advertising
Agribusiness
Business Calculations
Business Communication
Business Law
Computer Problem Solving
Cyber Security
Economics
Health Care Administration
Human Resource Management
Insurance & Risk Management
Introduction to Business Communication
Introduction to Business Concepts
Introduction to Business Procedures
Introduction to FBLA
Introduction to Financial Math
Introduction to Information Technology
Introduction to Marketing Concepts – **NEW**
Introduction to Parliamentary Procedure
Journalism
Networking Infrastructures
Organizational Leadership
Personal Finance
Political Science
Securities & Investments
Supply Chain Management
UX Design

Introduction to Business Communication

9th & 10th grade only

Objective Test Competencies

- Grammar
- Punctuation and capitalization
- Oral communication concepts
- Reading comprehension
- Word definition and usage
- Proofreading and editing
- Spelling

Objective Test Guidelines

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

FBLA Introduction to Business Communication Study Guide

Competency: Grammar	Minimum: 25
Tasks	
1. Describe and identify the eight parts of speech in context sentences.	
2. Identify the difference between adverbs and adjectives.	
3. Identify the categories of pronouns and uses of reflexive pronouns.	
4. Identify features of prepositions and uses of prepositional phrases.	
5. Identify types of conjunctions.	
6. Use a verb that correctly agrees with the subject of a sentence.	
7. Describe the types of verbs and demonstrate the six tenses.	
8. Use irregular verbs and their different forms properly and distinguish between transitive and intransitive verbs.	
9. Identify subjects, predicates, verbs, adverbs, pronouns, direct and indirect objects, and prepositional and infinitive phrases in sentences.	
10. Select pronouns properly and use them correctly in a sentence.	
11. Correctly use a possessive noun in a sentence.	
12. Create the plural form of a noun.	
13. Identify and correct misplaced and dangling modifiers.	
14. Describe and write the four kinds of sentences—declarative, interrogative, imperative, and exclamatory.	
15. Recognize types of sentence fragments, run-on sentences, and double negatives.	
16. Recognize and correct problems in grammar and usage including, but not limited to, completeness, agreement, reference, and form.	
17. Write clear, descriptive sentences in a variety of sentence patterns (e.g., simple, compound, complex, and compound-complex).	
18. Write logical, coherent phrases, sentences, and paragraphs, incorporating correct spelling, grammar, and punctuation.	
Competency: Punctuation and Capitalization	Minimum: 15
Tasks	
1. Determine appropriate use of periods, question marks, and exclamation points.	
2. Explain the use of commas, colons, and semicolons.	
3. Recognize and correct problems in punctuation including, but not limited to, commas, semicolons, and apostrophes.	
4. Use apostrophes to indicate contractions and possessive constructions.	
5. Use quotation marks to set off the words of a speaker or writer and to set off titles of short works and use punctuation with quotation marks.	
6. Define the grammatical rules that govern the use of special punctuation marks such as the dash, hyphen, and parentheses.	
7. Use appropriately ellipsis, italics, and underlining.	
8. Identify how to capitalize sentences, proper nouns, abbreviations, adjectives, and titles correctly.	
9. Write and use numbers according to standard practice in a sentence.	

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Competency: Spelling	Minimum: 10
Tasks	
1. Illustrate the ability to correctly spell the words regularly used in writing.	
2. Illustrate the ability to use a dictionary and thesaurus as an aid to spelling, pronunciation, and meaning.	
3. Identify prefixes and suffixes.	
4. Explain plural spelling rules.	
5. Apply spelling rules to homonyms and commonly confusing words such as effect and affect.	
6. Find silent letters in a word.	
7. Recognize letter patterns in words.	
8. Demonstrate application of spelling rules such as i before e, silent e, words ending in y, etc.	
Competency: Proofreading & Editing	Minimum: 10
Tasks	
1. Proofread a paragraph and identify spelling, grammatical, and punctuation errors.	
2. Proofread written communications with errors, using proofreader's marks.	
3. Compare drafts to final documents and make editorial changes.	
4. Proofread and edit business documents to ensure they are clear, correct, concise, complete, consistent, and courteous.	
5. Review sentence structure and the style of writing.	
6. Review and edit for the effectiveness of word choices.	
Competency: Word Definition and Usage	Minimum: 10
Tasks	
1. Deduce the meanings of words and idiomatic phrases.	
2. Recognize how word selection and usage affects communication.	
3. Recognize slang, jargon, and clichés.	
4. Recognize common errors in word usage.	
5. Use proper sentence structure.	
6. Illustrate the proper way to divide words.	
7. Identify homophones.	
8. Create new words using root words.	
9. Illustrate the ability to use a dictionary and thesaurus as an aid to spelling, pronunciation, and meaning.	
10. Use contextual clues to recognize word meaning.	

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Competency: Oral Communication Concepts	Minimum: 15
Tasks	
1. Use bias-free language (e.g., gender, race, religion, physical challenges, and sexual orientation)	
2. Illustrate sensitivity to audience needs and desires.	
3. Differentiate between pronunciation and enunciation.	
4. Correctly choose and pronounce words used in verbal communication.	
5. Provide a clear description of a simple system or process or give clear, concise directions.	
6. Use proper techniques to make an oral presentation.	
7. Express opinions and discuss issues positively and tactfully.	
8. Identify major listening barriers and effective active listening techniques.	
9. Ask questions to clarify information.	
10. Interpret nonverbal cues in messages.	
11. Follow spoken directions.	
12. Listen objectively and record major points of a speaker's message.	
Competency: Reading Comprehension	Minimum: 15
Tasks	
1. Read and follow directions.	
2. Demonstrate reading comprehension by restating or summarizing.	
3. Differentiate between fact and opinion.	
4. Determine if a text is descriptive, informative, instructional, or persuasive.	
5. Summarize the important points of a document.	
6. Identify and explain enhancements such as graphs, charts, tables, and illustrations/photographs for visual impact.	
7. Interpret information from articles, manuals, etc.	
8. Select the appropriate reading method (e.g., skimming, scanning, speed-reading, and in-depth reading) for a particular situation.	
9. Identify factors that affect readability of text (e.g., sentence length, word selection, and type size).	
10. Investigate the need for various reading skills in the workplace such as reading for information, summarization, drawing conclusions, making judgments, and following directions.	
11. Evaluate the quality and reliability of source information.	
12. Analyze information presented in a variety of formats such as tables, lists, and figures.	
13. Use note-taking skills that incorporate critical listening and reading techniques.	

INTRODUCTION TO BUSINESS COMMUNICATION SAMPLE QUESTIONS

- 1) ___ conjunctions connect words, phrases, or independent clauses of equal importance.
 - A) Independent
 - B) Qualifying
 - C) Coordinating
 - D) Corrective

- 2) Identify the type of sentence: Be sure your writing avoids double negatives.
 - A) interrogative
 - B) exclamatory
 - C) declarative
 - D) imperative

- 3) A ___ is used to introduce a list.
 - A) semicolon
 - B) complex
 - C) comma
 - D) colon

- 4) Identify the sentence that uses correct punctuation.
 - A) The upper-level executives were not given a bonus this year.
 - B) Believe it or not there is never enough time to spend with my family.
 - C) Before eating dinner; I like to rest.
 - D) Connor our classes star pupil, will not go out and play before a major test.

- 5) The ___ punctuation mark signals the omission from quoted material.
 - A) em dash
 - B) italics
 - C) underlining
 - D) ellipsis

- 6) A ___ is most likely to assist in increasing one's vocabulary.
 - A) geography bee
 - B) meaning checker
 - C) thesaurus
 - D) Youtube video

- 7) ___ is a common approach to improving spelling by using memory devices.
- A) Googlization
 - B) Word sleuthing
 - C) Mnemonics
 - D) Entomology
- 8) The ___ proofreader's mark is used to show move copy to the right.
- A) O
 - B)]
 - C) [
 - D) !
- 9) Identify the number of misspelled words: incredible, inconsistent, inflammable
- A) 0
 - B) 1
 - C) 2
 - D) 3
- 10) Which one of the following is **not** a root word and its derivative?
- A) Pedal – Petals
 - B) Memory – Memorize
 - C) Kind – Kindness
 - D) Simple – Simplify
- 11) _____ sentences request information or ask questions.
- A) Declarative
 - B) Exclamatory
 - C) Interrogative
 - D) Imperative
- 12) David Berlo's oral communication model includes all of the following **except** ____.
- A) Channel
 - B) Receiver
 - C) Sender
 - D) Messenger

- 13) ___ are the most common external barrier to communication in today's society.
- A) Sirens
 - B) Cell phones
 - C) Room temperature
 - D) Dog's barking
- 14) Primary sources of information include things such as ___.
- A) informal conversations
 - B) surveys, interviews, and experiments
 - C) Google search
 - D) company marketing information
- 15) Business messages should generally be written at the ___ grade level.
- A) middle school
 - B) basic elementary
 - C) eighth to eleventh
 - D) twelfth

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

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.