

International Business



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

International Business

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

- Basic international concepts
- Ownership and management
- Marketing
- Finance
- Communication (including culture and language)
- Treaties and trade agreements
- Legal issues
- Human resource management
- Ethics
- Taxes and government regulations
- Currency exchange
- International travel
- Career development

Case Overview

A problem encountered in the international/global arena.

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 International Business Test Study Guide

Competency A: Basic International Concepts	Minimum: 15
Task	
1. Define international business and explain terms and concepts related to international business and marketing.	
2. Compare and contrast the types of economic systems.	
3. List characteristics that define the various levels of economic development of countries.	
4. Explain the impact international business has on consumers, business, and countries.	
5. Define terms such as inflation, gross domestic product (GDP), purchasing power parity (PPP), balance of trade, foreign debt, and cost of living.	
6. Discuss the role the U.S. has played in international trade throughout history.	
7. Describe the decision-making process, opportunity costs, and scarcity as they relate to international business situations.	
8. Identify major trading regions and nations within those regions.	
9. Discuss the effect of literacy level, technology, natural resource availability, and infrastructure on the level of a country's economic development.	
10. Identify the impact of geography on international business, including factors such as climate; time zones; distance; topography; and social, economic, and natural resources.	
11. Describe how concepts (e.g., ethnocentrism, culture, social institutions, stereotyping, and cultural bias) affect conducting international business.	
12. Compare and contrast international and domestic business and marketing activities.	
13. Identify how economic issues (e.g., inflation, foreign debt, GD, PPP, interest rates, and cost of living) affect international business activities.	
14. Explain the relationship between international events and business activities.	
15. Evaluate how the political environment and geographic location of a given country impact international business and how business operates.	
16. Identify international trade partners and describe the trading patterns of companies based on region, state, and country.	

Competency B: Ownership and Management	Minimum: 15
Task	
1. Identify types of ownership of selected businesses involved in international trade.	
2. Analyze the importance of entrepreneurs in an international market.	
3. Describe different organizational structures that a company might use in the international environment.	
4. Identify how the managing functions (e.g., planning, organizing, influencing, and controlling) affect international operations and productions.	
5. Identify distinctive social and cultural factors that affect business activities (e.g., time, workday, workweek, schedules, and holidays)	
6. Determine appropriate business strategies for operating in foreign market situations such as pure competition, monopoly, and oligopoly.	
7. Identify risks and rewards related to doing business in a foreign market.	
8. Describe the advantages and disadvantages of expansion into international business activities for a given business.	
9. Identify how various economic systems influence what is produced, how it is produced, and for whom it is produced.	
10. Explain how social, cultural, and political factors affect the new product development process.	
11. List factors that affect international business competition.	
12. Describe various opportunities for conducting international business (e.g. licensing, exporting, franchising, and joint ventures).	
13. Identify organizations, government agencies, and other resources that a small or medium-sized business might use to investigate international business opportunities.	
14. Describe the role and purpose of the International Organization for Standardization.	
15. Assess the impact of quality management standards, especially ISO 9000 and QS 9000, on the international business community.	

FBLA International Business Test Study Guide

Competency C: Legal Issues	Minimum: 5
Task	
1. Recognize the legal issues related to managing a business in the global environment.	
2. Describe the difference between the legal systems of various countries and the U.S. (e.g., codes, statutes, and common law)	
3. Recognize legal differences in areas such as consumer protection, product guidelines, labor laws, contract formulation, liability, and taxation for various countries.	
4. Appraise the protection provided to businesses by the components of international law.	
5. Analyze the major legal aspects and ramifications of international relations with special emphasis on topics such as financial systems and reporting, licensing, judicial systems, and repatriation.	
6. Identify the levels of regulation applied intellectual properties (e.g., copyrights, trademarks, and patents) in different countries.	
7. Define methods for resolving legal differences (e.g. mediation, arbitration, and litigation) in different cultures.	
Competency D: Communication (including culture and language)	Minimum: 7
Task	
1. Describe information systems and communications for international business.	
2. Define terms such as culture, multiculturalism, stereotyping, and cultural bias and their effects on conducting business internationally.	
3. Compose effective business communications based on an understanding of the differences in tone, style, and format of other countries.	
4. Identify examples of nonverbal communications affecting international business relationships and negotiations.	
5. Discuss complications involved when speaking, writing, or interpreting a language incorrectly (introductions, American jargon,).	
6. Identify distinctive social and cultural factors that affect business activities/etiquette in a multicultural environment (e.g. gender, time, schedules, holidays, gifts, and attire).	
7. Compare the business protocol of various countries (e.g., involvement of subpopulations—women and minorities; gift giving)	
8. Describe how the process of negotiating may be affected by cultural differences.	
9. Describe the role and use of electronic communication tools (e.g., video and computer-conferencing, webcasts, podcasting, and blogging) in international business activities.	
10. Analyze the effect of security measures and practices related to electronic business communication.	

FBLA International Business Test Study Guide

Competency E: Marketing	Minimum: 15
Task	
1. Define international marketing and apply technical words that pertain to international marketing.	
2. Describe what a company must consider when marketing a product/service in other countries.	
3. Illustrate how social, cultural, technological, and geographic factors influence consumer buying behavior in different cultures.	
4. Describe how language, culture, media availability, and regulations affect international advertising and marketing.	
5. Describe how consumer behavior and foreign markets can affect the elements of the marketing mix.	
6. List the importance of marketing research and describe data collection methods appropriate for various international marketing research situations.	
7. Define the steps in the marketing research process—from defining a problem to communicating results.	
8. Identify promotion strategies that can be used to promote products internationally.	
9. Explain how product packaging is affected by culture and how it may need to be altered before the product is marketed in a new environment.	
10. Explain quality standards as they relate to product development and packaging.	
11. Describe how the product life cycle can be affected in an international business environment.	
12. Compare the pricing strategy for a product sold both domestically and internationally.	
13. Explain how currency exchange rates, economic conditions, and the international business environment affect prices charged in international markets.	
14. Identify differences in the roles of agents, wholesalers, retailers, freight forwarders, export companies, trading companies, and customs' brokers.	
15. Contrast direct and indirect distribution channels for international marketing.	
16. Discuss the factors in determining the appropriate mode of transportation for international shipments (e.g., cost, time, size, and perishability).	
17. Describe shipping terms (e.g., FOB and CIF) and explain the purpose of shipping documents used for transporting products to other countries.	
18. Explain how political risks can disrupt selling and buying across borders.	
19. Design a marketing strategy for selling a product or a service in an international market.	

Competency F: Taxes and Government Regulations		Minimum: 3
Task		
1.	Differentiate between types of governments.	
2.	Debate the various strategies governments use to control international trade.	
3.	Describe the role of federal and state agencies and other agencies and organizations that provide export information and assistance.	
4.	Discuss the impact of inflation and tax structures on international business decisions.	
Competency G: Treaties and Trade Agreements		Minimum: 7
Task		
1.	Describe the economic effects of foreign trade.	
2.	Identify activities and risks associated with importing and exporting.	
3.	Discuss the benefits to countries for entering into trade agreements.	
4.	Describe the basic structure of the U.S. Customs Service.	
5.	Recognize the government's role and assistance in international trade.	
6.	Explain how historical events have contributed to the formation of strategic trade alliances.	
7.	Discuss why governments impose trade barriers (e.g., quotas, tariffs, licensing requirements, and exchange rate controls) and offer trade incentives.	
8.	Describe several international trade agreements and organizations (e.g., WTO GATT, EU, NAFTA, and MERCOSUR).	
9.	Analyze the effects of a trade barrier on the company, product category, and economics involved in a specific transaction.	
10.	Analyze a country's balance of trade and the specific conditions that can improve its trading potential.	
11.	Identify information and sources of financial assistance for facilitating the import/export process.	
12.	Define procedures and documentation associated with foreign trade and the transportation of goods.	
13.	Discuss how companies comply with U.S. customs regulations related to their product or service.	
Competency H: Currency Exchange		Minimum: 3
Task		
1.	Identify factors that affect the value of currency and calculate foreign exchange rates of various currencies.	
2.	Explain how currency exchange rates affect international trade and business transactions.	
3.	Distinguish between currencies (e.g., floating versus fixed and convertible versus nonconvertible).	
4.	Explain how fluctuating currency and interest rates affect international trade.	

FBLA International Business Test Study Guide

Competency I: Finance	Minimum: 15
Tasks	
1. Define terms related to international finance.	
2. List sources of capital for international, transnational, multinational, and global companies.	
3. Explain how a business finances trade with a business in another country.	
4. Analyze the global impact of the stock and bond markets.	
5. Identify countertrade, offset, and noncash transactions in world trade.	
6. Describe the international monetary system, including the International Monetary Fund and the World Bank.	
7. Identify essential components of payment documents used in payment for international trade activities.	
8. Critically examine equity and debt capital and their use in international businesses.	
9. Compare the international financial institutions and markets.	
10. Identify the risks associated with international business activities (e.g., commercial, political, and foreign exchange) and discuss strategies to minimize this risk.	
11. Describe the impact of direct foreign investment on local economics.	
Competency J: Human Resource Management	Minimum: 5
Tasks	
1. Describe the different living and working conditions found in various countries.	
2. Assess how social and cultural factors influence the human resource functions (e.g., recruitment selection; employee development; evaluation; compensation, promotion, benefit, and incentives; and separation, termination, and transition).	
3. Identify how motivational techniques for workers may differ when used in different cultures.	
4. Assess the impact of various occupational health and safety standards on conducting international business.	
5. Analyze methods used to resolve management-labor conflicts in different cultures/countries.	
6. Explain the advantages and disadvantages to a company of having access to a global labor pool.	

FBLA International Business Test Study Guide

Competency K: Ethics	Minimum: 5
Tasks	
1. Define ethics and social responsibility.	
2. Identify ethical character traits and values shared by various cultures (e.g., honesty, integrity, compassion, and justice.)	
3. Explain how a country's culture, history, and politics can influence ethical decisions.	
4. Identify current and emerging ethical issues in the global business environment.	
5. Identify pressures that international firms may face when dealing with ethical business issues.	
6. Discuss potential consequences of unethical business dealings in various international settings.	
7. Analyze the effect of an international business organization's actions on a host country, the company's home country, owners, employees, consumers, and society.	
Competency L: International Travel	Minimum: 3
Task	
1. Describe the major types of agreements among countries that affect travel.	
2. Use technology and international travel resources to access information on international travel (e.g., travel restrictions and health requirements, transportation, travel documents, etc.).	
3. Identify the requirements for securing travel and employment documents.	
4. Identify and locate major U.S. representational offices and sources of assistance located abroad.	
5. Explain the role of U.S. Customs and the customs agencies of other countries.	
6. Assess risk involved in international business travel.	
Competency M: Career Development	Minimum: 2
Task	
1. Identify sources of international career information.	
2. Research and analyze career opportunities in international business.	
3. Describe the skills and qualifications needed for success in the international business career path.	
4. Compare the application, interview, and hiring practices of various cultures.	

References:

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International Business and Marketing. 2002. South Carolina Career and Technology, South Carolina Department of Education. Columbia, SC.

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International Business and Marketing 2005. Career and Technical Education. Tennessee Department of Education. Nashville, TN.

INTERNATIONAL BUSINESS SAMPLE TEST QUESTIONS

- 1) A trade deficit exists for a country when
 - A) its exports equal its imports.
 - B) its exports exceed its imports.
 - C) its imports exceed its exports.
 - D) its GDP is lower than the GDP of its trade partners.

- 2) _____ is an example of a natural disaster that will have an impact on international business.
 - A) Terrorism
 - B) Civil unrest
 - C) War
 - D) Drought

- 3) _____ occurs when a company sells its product for very low prices in other countries, making it nearly impossible for competitors to conduct business.
 - A) Importing
 - B) Exporting
 - C) Dumping
 - D) Low balling

- 4) Span of control in an international business refers to the
 - A) number of levels of managers within the organization.
 - B) number of employees that a manager supervises.
 - C) distance between levels of management in an organization.
 - D) distance in feet between the employees and their managers.

- 5) The term "patent" refers to
 - A) an inventor's exclusive rights to a product or process.
 - B) a company's responsibility to produce safe items.
 - C) an author's exclusive rights to publish a work.
 - D) a symbol used to identify a company's product.

- 6) Physical distance between people varies from culture to culture. The physical distance is referred to as
 - A) oculesics.
 - B) haptics.
 - C) chromatics.
 - D) proxemics.

- 7) Consumer reactions to advertising and other mass communication techniques can be tracked through
- A) marketing research.
 - B) observation.
 - C) direct communication.
 - D) the number of magazine or newspaper subscriptions.
- 8) The government makes nearly all economic decisions in a
- A) communist economy.
 - B) mixed economy.
 - C) socialist economy.
 - D) capitalist economy.
- 9) An example of an economic risk for a multinational company would be
- A) government regulations.
 - B) political instability.
 - C) family structure in a country.
 - D) currency value.
- 10) Struggling economies _____ interest rates to encourage spending on big ticket items.
- A) stabilize
 - B) freeze
 - C) lower
 - D) raise
- 11) _____ is when a company buys land or other resources in another country.
- A) A wholly owned subsidiary
 - B) Foreign direct investment
 - C) Joint venture
 - D) Management contracting
- 12) All of the following are advantages of a company having access to a global labor pool **except**
- A) productivity.
 - B) paying lower wages.
 - C) diversity.
 - D) innovation.

- 13) Political instability of a country may result in the number of questionable ethical transactions to
- A) rise.
 - B) disappear.
 - C) remain the same.
 - D) decline.
- 14) A passport without limitations issued to a U.S. citizen who is 16 years and older is valid for ____ years and provides evidence of the bearer's citizenship.
- A) 3
 - B) 10
 - C) 15
 - D) 5
- 15) Individuals taking jobs in other parts of the world
- A) should count on their employers to pay for required medical procedures.
 - B) do not have to worry about medical issues since their company is insulated from the rest of the public.
 - C) should make sure that all medical vaccinations are up to date.
 - D) should wait to receive medical vaccinations when they arrive to their final destination.

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

INTERNATIONAL BUSINESS 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. Your team is a part of a company that exports fresh, wild-caught Norwegian salmon. You are meeting with a government-contracted committee tasked with evaluating the fairness of tariffs within the seafood industry.
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

- Define international business.
- Explain terms and concepts related to international business and marketing.
- Explain the impact international business has on consumers, businesses, and countries.
- Describe what a company must consider when marketing a product/service in other countries.
- Recognize the legal issues related to managing a business in the global environment.
- Recognize legal differences in areas such as consumer protection, product guidelines, labor laws, contract formulation, liability, and taxation for various countries.

SAMPLE CASE STUDY SITUATION

Background Information

Your company is a major exporter of fresh, wild-caught Norwegian salmon. Your company sells predominantly to local fish markets and large wholesale seafood distributors in the Northeastern United States. You also cater to a small group of high-end restaurants that will pay a premium for the best quality fish. Each year the supply can fluctuate by much as 20 percent. Your company tries to keep prices as level as possible for all its customers.

Scenario

Over the past five years, the federal government has increased the tariffs on all salmon imported to the United States by an average of 2 percent each year. The goal of the increase has been to force a larger portion of salmon to be purchased from domestic sources. The Alaskan salmon distributors have successfully lobbied legislators to implement these tariffs in order to gain market share and increase the yields in a highly competitive market. Your challenge is to present both the positives and negatives of tariffs as you interact with the judges. Members should be able to present at least three positive and three negative end results from tariffs.

Other Useful Information

- Be able to explain the rationale for tariffs.
- Be able to explain the importance of international trade.
- Communicate potential risks associated with international trade of perishable items.

Things to Consider

Your team must address the following in your presentation:

- The scenario and the scope involved.
- Your position and why.

HIGH SCHOOL - INTERNATIONAL BUSINESS

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	No description or case study synopsis provided no problems defined		Describes and provides case study synopsis OR defines the problem(s)		Describes and provides case study synopsis AND defines the problem(s)		Demonstrates expertise of case study synopsis AND definition of the problem(s)			
	0	○	1-5	○	6-10	○	11-15	○		
Identifies alternatives and the pro(s) and con(s) of each	No alternatives identified		Alternative(s) given but pro(s) and/or con(s) are not analyzed		At least two alternatives given, and pro(s) and con(s) are analyzed		Multiple alternatives given and multiple pros and cons analyzed for each			
	0	○	1-7	○	8-14	○	15-20	○		
Identifies logical solution and aspects of implementation	No solution identified		Solution provided, but implementation plan not developed		Logical solution and implementation plan provided and developed		Feasible solution and implementation plan developed, and necessary resources identified			
	0	○	1-7	○	8-14	○	15-20	○		
Demonstrates knowledge and understanding of the event competencies: Basic international concepts/ownership and management/ marketing/finance/ communication (including culture and language)/ ethics/taxes and government regulations/ currency exchange/ international travel/career development	No competencies demonstrated		One or two competencies are demonstrated		Three competencies are demonstrated		Four or more competencies are demonstrated			
	0	○	1-7	○	8-14	○	15-20	○		

Delivery Skills

Statements are well-organized and clearly stated	Presenter(s) did not appear prepared		Presenter(s) were prepared, but flow was not logical		Presentation flowed in logical sequence		Presentation flowed in a logical sequence; statements were well organized			
	0	○	1-3	○	4-7	○	8-10	○		
Demonstrates self-confidence, poise, assertiveness, and good voice projection	Presenter(s) did not demonstrate self-confidence		Presenter(s) demonstrated self-confidence and poise		Presenter(s) demonstrated self-confidence, poise, and good voice projection		Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness			
	0	○	1-2	○	3-4	○	5	○		
Demonstrates the ability to effectively answer questions	Unable to answer questions		Does not completely answer questions		Completely answers questions		Interacted with the judges in the process of completely answering 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 case 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.