

# Entrepreneurship



# FBLA High School Competitive Events Guidelines

2022–2023

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# 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

## Entrepreneurship

**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

- Business plan
- Community/business relations
- Legal issues
- Initial capital and credit
- Personnel management
- Financial management
- Marketing management
- Taxes
- Government regulations

### Case Overview

A decision-making problem encountered by entrepreneurs in one or more of the following areas: business planning, human relations, financial management, or marketing.

### 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.

<b>Competency A: Business Plan</b>	<b>Minimum: 20</b>
<b>Tasks</b>	
1. Explain the benefits and liabilities of starting a business.	
2. Identify characteristics and technical skills needed by entrepreneurs.	
3. Evaluate the types of business ownership/organization structure and understand the advantages and disadvantages of each.	
4. Conduct initial feasibility study by identifying industry trends, competition, and market segment using various research techniques.	
5. Select a business opportunity based on research.	
6. Create a company vision, mission, and short- and/or long-term strategic goals and plans.	
7. Determine business start-up date and location.	
8. Develop and implement financial/budgeting plans including start-up costs and funding needed to begin the business.	
9. Develop an organizational chart with staffing/human resource plans including job descriptions and recruitment techniques.	
10. Prepare a management plan that incorporates legal requirements, business protection, quality control, and operations.	
<b>Competency B: Financial Management</b>	<b>Minimum: 10</b>
<b>Tasks</b>	
1. Select accounting system to apply good accounting practices.	
2. Plan and maintain a budget.	
3. Record business transactions to track business activities and manage cash and banking procedures.	
4. Collect and interpret financial data to prepare financial statements such as balance sheet, income statement, cash flow projections, and summary of sales and receipts.	
5. Interpret financial data and statements to develop short- and long-term budgetary plans, to determine point of profitability and viability, and to analyze cash flow forecast.	
6. Apply computational skills to computerized financial documents.	
<b>Competency C: Initial Capital and Credit</b>	<b>Minimum: 10</b>
<b>Tasks</b>	
1. Identify types of sources of credit and credit terms.	
2. Compare costs, qualifications, and procedures for various forms of credit.	
3. Describe concepts of risk management including factors that affect business risk and rate of return.	
4. Complete credit forms and applications.	
5. Discuss methods of solving credit problems.	
6. Describe concept of credit worthiness as it relates to credit records, ratings, reports, and laws.	
7. Identify and maintain records of the initial capital assets (current assets; investments; property, plant, and equipment; and intangible assets).	

Competency D: Marketing Management	Minimum: 10
<b>Tasks</b>	
1. Define the industry characteristics, major competitors, and market segment.	
2. Determine, maintain, and improve the marketing mix (product, price, place, and promotion).	
3. Apply strategies for determining and adjusting prices to maximize return and meet customer's perceptions of value.	
4. Develop and deliver effective customer relation skills to provide good customer service.	
5. Establish selling philosophies to develop customer loyalty and profitability.	
6. Utilize standard processes to move, store, locate, and transfer ownership of goods and services.	
7. Disseminate information about products/services or firm to achieve a desired outcome for a product or service.	
8. Gather, access, synthesize, evaluate, and disseminate marketing information to make business decisions.	
9. Identify current business trends to recognize changes needed in business operation.	
Competency E: Personnel Management	Minimum: 10
<b>Tasks</b>	
1. Prepare organization chart and job descriptions to expedite workflow.	
2. Develop, explain, and maintain written personnel policies, rules and procedures including a grievance system, to ensure consistency and to help employees perform their jobs.	
3. Evaluate the effects of employee absenteeism, errors, or other negative employee relations on business productivity.	
4. Plan, develop, and implement employee orientation and ongoing training programs.	
5. Develop employee recruitment plan to obtain qualified employees.	
6. Develop and manage an organization's salary administration and benefits program to service employees with options and benefits.	
7. Develop and implement a plan for evaluation of employee performance and productivity.	
8. Develop separation, termination, and transition procedures for processing employee personnel actions.	
9. Develop and communicate to employees the customer relations policy.	
10. Plan and manage work schedules and personnel to maximize operations.	
11. Maintain safe and healthful working conditions.	
12. Identify and explore career opportunities to create a professional growth and development plan.	
13. Exhibit positive work behaviors and personal qualities to enhance the work environment.	
14. Motivate and supervise personnel to achieve completion of projects and company goals.	

<b>Competency F: Taxes</b>	<b>Minimum: 10</b>
<b>Tasks</b>	
1. Demonstrate knowledge of the current state and federal regulations to apply the tax code professionally.	
2. Use tax preparation procedures to determine tax liability for the organization.	
3. Analyze tax structures and consequences to assist in business decision making.	
4. Establish a tax plan to incorporate the impact of tax consequences on business decisions.	
5. Apply regulations regarding employee/employer taxes.	
6. Complete and implement state sales tax requirements and regulations.	
<b>Competency G: Community/Business Relations</b>	<b>Minimum: 10</b>
<b>Tasks</b>	
1. Recognize the importance of union-management relationship and contracts to ensure business continuity.	
2. Examine federal, state, and local current events to determine their impact on the organization.	
3. Develop and implement a public relations program for the company.	
4. Apply ethical conduct in business relationships and community activities.	
5. Explain role of business in the community.	
6. Use appropriate methods to communicate business activities with the community and clients/customers.	
<b>Competency H: Government Regulations</b>	<b>Minimum: 10</b>
<b>Tasks</b>	
1. Define, interpret, and apply federal, state, and local regulations to small business ownership.	
2. Exhibit ethical conduct in business negotiations and decisions.	
3. Understand the role of government in business.	
4. Identify and keep current with laws and regulations that affect business practices.	
<b>Competency I: Legal Issues</b>	<b>Minimum: 10</b>
<b>Tasks</b>	
1. Select professional advisors, for example accountant, attorney, and insurance agent.	
2. Develop procedures for the legal review of documents and procedures, such as contracts.	
3. Develop procedures to retain records.	
4. Demonstrate knowledge of social, ethical, and legal issues for small businesses.	
5. Demonstrate knowledge and apply consumer protection laws.	
6. Explain expressed and implied warranties for sale of goods.	
7. Apply legal interpretations to employee situations, retention of records, safety and security issues, and financial data.	

**References:**

*Career Cluster Resources for Marketing, Sales & Service.* 2003. National Association of State Directors of Career Technical Education Consortium. Washington, DC.

*Career Cluster Resources for Business, Management and Administration.* 2003  
National Association of State Directors of Career Technical Education Consortium. Washington, DC.

*Career Cluster Resources for Finance.* 2003. National Association of State Directors of Career Technical Education Consortium. Washington, DC.

*Kentucky Occupational Skill Standards List.* 2005. Career and Technical Education. Kentucky Department of Education. Frankfort, KY.

*Small Business Entrepreneur Task List.* Vocational Technical Education Consortium of States, Decatur, GA.

*Entrepreneurship Student Profile.* 2002. South Carolina Career and Technology, South Carolina Department of Education. Columbia, SC.

*Career Cluster Resources for Information Technology.* 2003. National Association of State Directors of Career Technical Education Consortium. Washington, DC.

*Texas Essential Knowledge and Skills for Marketing Education.* Chapter 124. 1998.  
Texas Education Agency. Austin, TX.

## ENTREPRENEURSHIP SAMPLE TEST QUESTIONS

- 1) Co-ownership of property without the right of survivorship is \_\_\_\_\_.
  - A) partnership
  - B) tenancy in common
  - C) limited partnership
  - D) right of partition
  
- 2) Business opportunities can be evaluated through all of the following **except** \_\_\_\_\_.
  - A) personal instinct
  - B) customer segmentation
  - C) market planning
  - D) territory design
  
- 3) An income statement can help a business owner do all of the following **except** \_\_\_\_\_.
  - A) identify his/her equity in the business
  - B) analyze costs to determine areas that need to be cut back
  - C) examine how sales, expenses, and income are changing over time
  - D) forecast how well the business can expect to perform in the future
  
- 4) The best computer program for managing financial statements is a(n) \_\_\_\_\_.
  - A) Word document
  - B) PPT
  - C) manual input
  - D) Excel spreadsheet
  
- 5) The interest rate for credit cards is high because they are \_\_\_\_\_ loans.
  - A) secured
  - B) collateral
  - C) unsecured
  - D) installment
  
- 6) A list of the company's assets can be found in the \_\_\_\_\_.
  - A) bank statement
  - B) income statement
  - C) balance sheet
  - D) profit/loss statement

- 7) Which of the following is true about social media?
- A) destroyed the reputation of businesses
  - B) neutral impact on business communication
  - C) increased communication options for a business
  - D) interfered with traditional forms of business communication
- 8) The first step in conducting market research is to \_\_\_\_\_.
- A) analyze the data.
  - B) define the question.
  - C) determine the data needed.
  - D) collect the data.
- 9) What is the gross pay for an employee who works 60 hours during the week who is paid \$8.00 per hour?
- A) \$600
  - B) \$560
  - C) \$480
  - D) \$720
- 10) Employee absenteeism \_\_\_\_\_.
- A) does not affect employees who go to work
  - B) is a problem for most businesses
  - C) does not affect workflow
  - D) saves the business money
- 11) The process of setting standards for the operation of a business and ensuring those standards are met is called \_\_\_\_\_.
- A) implementing
  - B) supervising
  - C) controlling
  - D) staffing
- 12) Businesses are required to pay \_\_\_\_\_ taxes for employees' future retirement.
- A) workers' compensation
  - B) FICA
  - C) property
  - D) unemployment

- 13) A responsible business does all of the following **except** \_\_\_\_\_.  
A) undercuts the competition in the community  
B) provides a quality living experience for people in the community  
C) participates in community events and festivals  
D) pays property taxes to support local education
- 14) Employment laws do not allow discrimination for any of the following reasons **except** \_\_\_\_\_.  
A) age  
B) pregnancy  
C) disability  
D) inability to meet job requirement
- 15) Most entrepreneurs should hire all of the following professionals **except** \_\_\_\_\_.  
A) attorney  
B) insurance agent  
C) accountant  
D) research analyst

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

## **ENTREPRENEURSHIP 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. You (members) are the executive members of Coffee Busters. You are considering possible expansion into other markets outside of the Northwestern United States in order to increase company revenue. You will be presenting your ideas to the board of directors for approval.
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**

- Identify current business trends to recognize changes needed in business operation.
- Determine how to motivate and supervise personnel to achieve completion of projects and company goals.
- Evaluate potential work schedules and personnel to maximize operations.

## **SAMPLE CASE STUDY SITUATION**

### Background Information

Coffee Busters is a local coffee roaster in the Northwestern United States. Your company has been in business for over eight years and has developed a strong customer base. Over the past two years, your sales have been solid but appear to be leveling off. You know you have a great product at a great price. Your company is now interested in looking at other ways of distributing your product in order to increase sales.

### Scenario

Your team has decided to expand the company's offerings outside the local market. You must come up with a list of possible options for new revenue sources and customer bases that you will then present to your board of directors. It is important that you present at least three different options to the board for review. The options should include local, state, and national distribution channels. An overview should be presented as to what parameters will be used in determining the validity of each option.

### Other Useful Information

- The company has the ability to expand into a warehouse near the current retail shop.
- Financing for the project is available to handle a large-scale expansion.
- The board is reluctant to expand past the current customer base for fear that the quality of the product may decline.

### Things to Consider

- The positive and negative aspects of each option.
- The types of questions you need to ask the customers.
- The most important factors in determining if you expand or not.
- Why you believe the changes can possibly affect the company's local uniqueness and customer base.

You must address the following in your presentation:

- The scenario and scope involved.
- Your position and why.
- Effective solutions for meeting the customer's needs.

# HIGH SCHOOL - ENTREPRENEURSHIP

## 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:  Business Plan/ Community and business relations/ legal issues/ initial capital and credit/personnel management/ financial management/marketing management/taxes/ government regulations	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	○		
<b>Performance Subtotal (100 max)</b>										

### Penalty Points (Mark all that apply)

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

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

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

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

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

Date: \_\_\_\_\_

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# 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.

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# 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.

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# 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.