FBLA Community Service Workbook

2021

Table of Contents

[**Introduction to community service** 1](#_Toc535240697)

[**Your community service project** 1](#_Toc535240698)

[**What you can learn** 1](#_Toc535240699)

[**The rules that guide FBLA’s Community Service Project** 2](#_Toc535240700)

[**Research community service needs in your area** 3](#_Toc535240701)

[**Identify potential project ideas** 4](#_Toc535240702)

[**Select a project** 7](#_Toc535240703)

[**The prep work** 9](#_Toc535240704)

[**Set goals for your project** 9](#_Toc535240705)

[**Make a plan** 10](#_Toc535240706)

[**Create a schedule** 12](#_Toc535240707)

[**Create a budget**. 14](#_Toc535240708)

[**Form committees** 15](#_Toc535240709)

[**Just Think** 24](#_Toc535240710)

[**Getting Down to Work** 25](#_Toc535240711)

[**Charting project completion** 25](#_Toc535240712)

[**Dividing up the work** 28](#_Toc535240713)

[**Finance Committee** 29](#_Toc535240714)

[**Fundraising Committee** 32](#_Toc535240715)

[**Finding potential donors** 33](#_Toc535240716)

[**Making the “sale”** 34](#_Toc535240717)

[**Information Management Committee** 36](#_Toc535240718)

[**Marketing Committee** 39](#_Toc535240719)

[**Operations Committee** 42](#_Toc535240720)

[**Presentation Committee** 45](#_Toc535240721)

[**Understand what content to include and behaviors to exhibit** 45](#_Toc535240722)

[**Create an outline.** 47](#_Toc535240723)

[**Support your presentation** 49](#_Toc535240724)

[**Prepare to answer questions** 50](#_Toc535240725)

[**Practice, practice, practice** 52](#_Toc535240726)

[**Head for the home stretch: presentation time** 54](#_Toc535240727)

[**Final tips for presentation success** 56](#_Toc535240728)

[**Procurement Committee** 57](#_Toc535240729)

[**Promotion/Publicity Committee** 59](#_Toc535240730)

[**Report Writing Committee** 62](#_Toc535240731)

[**Outlining your report** 64](#_Toc535240732)

[**Style and Formatting** 68](#_Toc535240733)

[**Tips for success** 69](#_Toc535240734)

[**Volunteer Coordination Committee** 71](#_Toc535240735)

[**Reflect** 73](#_Toc535240736)

[**Celebrate your success** 74](#_Toc535240737)

**Introduction to community service**

It's great that your chapter has decided to complete FBLA's Community Service Project. You’re going to make a real difference in your community, have fun doing it, and rock your presentation at competition!

**Community service** is work done by an individual or group of people that benefits others. Have you ever served a meal at a homeless shelter, donated your gently used clothing, or volunteered at a pet shelter? These are all acts of community service because they are helping to make the world around you a better place. Community service can help any person or group in need: children, senior citizens, pets, people with disabilities, the environment, and more. Sometimes, it is used to improve or maintain a community resource such as a park, garden, library, or food bank.

Why do people take the time to do community service? Generally speaking, helping others makes them feel good. Even the smallest of tasks can make a real difference in the lives of others. When you see the smiles on the faces of people whom you’ve helped, you’ll know that you made a difference. You changed someone’s life for the better, if even in a small way — that’s pretty powerful!

One of the reasons that people serve others in their communities is that they believe in **civic responsibility**: the ability to work together to help others. Through your FBLA Community Service Project, your chapter will help your local community.

If you and your friends do a small amount of community service, little by little, your community will become a better place. The problems in your city or town will start to get better, which helps everyone have a better life. Plus, when people see others doing good deeds, they’re inspired to do so, too! When everyone in the community is serving each other, people feel respected, connected, and valued.

**Your community service project**

You’re going to take a step further than just participating in community service. Your FBLA chapter will be planning, organizing, and running its own community service project: a temporary undertaking with a beginning and end. Its purpose is to undertake something new or different from what you do on a regular, day-to-day basis. Your community service project will give your chapter the opportunity to work toward improving the lives of those around you.

**What you can learn**

When you plan and complete a project to help your community, you not only help others, but you also grow as a person. Here are some of the ways that completing this project will make you a better person:

* **You become more socially responsible.** You become aware of community needs such as hunger, sickness, or loneliness that are not always obvious to the everyday citizen. You learn what it means to be a good citizen by helping others.
* **You learn how to think critically.** As you solve the problems facing your community, you use problem-solving skills that improve your critical thinking skills.
* **You improve your social intelligence skills.** Social intelligence includes your ability to work well with others and communicate effectively. As you work on your community service project, you’ll spend lots of time collaborating and cooperating with your chapter members and other members of the community. This will help you learn how to communicate, make connections, and work as a team member — skills that will take you pretty far in life!
* **You develop leadership skills.** Making your community better makes you a leader. Being a leader will set you apart and give you the ability to make a difference.
* **You become an active member of your community.** By getting involved, you become more aware of the people living in your community and what their needs are. Your role as a community volunteer can also give you a sense of pride, identity, and belonging.
* **You increase your self-confidence.** When you serve others, you develop a natural sense of accomplishment. Helping others causes you to view yourself as a generous, helpful, and kind person, which gives you a positive self-image.

**The rules that guide FBLA’s Community Service Project**

We'll get to work in just a minute, but first, let's examine FBLA's requirements for the project. Here are some initial things to consider.

**Your project needs to involve the entire chapter.**Everyone in your chapter needs to be part of making this project happen. Don’t worry — you’ll have more than enough work to go around! Your chapter needs to think about large, in-depth community service projects. While collecting school supplies or volunteering at a shelter is a great way to serve others, you’ll want to think bigger so that all chapter members will have the opportunity to participate.

**Participating chapters need to complete both parts of the event.** The FBLA Community Service project consists of two parts: a prejudged report and an oral presentation. The prejudged report must be completed by the participants. It needs to be original and current—not a report given at a previous National Leadership Conference. The oral presentation is presented to a group of judges during the state and national conferences. A lot of preparation will need to go into the seven-minute oral presentation. Participants will need to be prepared for the judges’ questioning following their presentation. Specifics on the guidelines can be found at <https://www.fbla-pbl.org/media/2020-21-FBLA-Competitive-Events-3.pdf>.

**Chapters need to consult the rating sheets.** Each part of the project has a rating sheet to guide participants’ work. The first column, “Expectation Item,” identifies the criteria, or factors, to be evaluated by the judges. The other columns are completed by the judges to tell participants how well they have performed. The chapter should strive to perform at the “Exceeds Expectations” level. The rating sheets can be found here: <https://www.fbla-pbl.org/media/FBLA-Rating-Sheets-1.pdf>.

**The chapter can start its project any time after the last State Leadership Conference and before the beginning of the next one.**This gives you a significant amount of time to make your community service project happen. That’s a good thing, because you’ll soon realize that this project can’t be done overnight. The sooner you get started, the better.

**Research community service needs in your area**

When deciding what your community service project should be, start by thinking about what your community needs. No matter how big or small your community is, it likely has issues or problems that your project could address. There are many ways that you can start to think about the needs in your community.

**Look around you.** What are the issues that you see around you every day? Do some of your classmates struggle to get enough to eat or to purchase school supplies? Are there too many homeless animals in the local shelters? Have any of your friends lost a relative to cancer or another disease? Is your neighborhood full of litter? Are students in your school or middle school targets of bullying? If you open your eyes to your surroundings, you will quickly see that there are ways that you could improve the lives of the people around you.

**Ask others***.* You’ll be surprised what you can learn just by asking! Your parents, friends, and teachers can give you some insight about the issues they have seen in the community or about organizations they know of that are already doing good work.

**Consider existing activities in your community***.* Does your school already participate in any fundraisers, charity events, or community functions? Does a local nonprofit organization already run successful fundraisers or events? These existing events or organizations could give you an idea of where to begin. Their causes might be interesting to you, too! If you partner with an existing community service organization or charity, it would be helpful to identify an organization or event that has succeeded and earned a good reputation in your community.

**Look online.** Your city or town’s website might list some of the organizations or events in your area. Check out activities of the chamber of commerce or your local convention and visitor bureau. You might also check local websites, newspapers, or magazines for needs, events, or issues that are going on that you could support. Look for upcoming events on a calendar or social media account.

**What Does Our Community Need?**

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| **Needs** | **Information Source** |
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**Identify potential project ideas**

Now, let's get more specific and determine what your project will be. You’ll need to figure out how your chapter is going to support one of the causes you identified. It’s time to put your **creative thinking** skills to work; think outside the box; and generate new, innovative ideas.

Here are some creative-thinking techniques to help you get started. Try these techniques out with your chapter.

**Brainstorming** involves spontaneously identifying as many different ideas as possible during a certain time frame. Since it usually works well in a group setting, get together with your chapter to brainstorm project ideas. There are a few guidelines to follow when brainstorming:

Ø Have a focus. Your brainstorming session should always have a focus. In this case, your chapter is coming up with ideas for a community service project.

Ø Don’t judge. You need to respect others’ ideas. The goal of brainstorming is to generate as many ideas as possible. Criticism tends to kill creativity. Evaluating and critiquing others’ ideas may cause them to shut down and no longer share their ideas. Instead, acknowledge and record even the craziest ideas. You never know when a wacky idea will prompt someone to think of a fun, unique community service project.

There are several different types of brainstorming techniques. Here are a few to consider:

* *Relay brainstorming*, like a relay race, involves multiple individuals from competing teams responding in a certain order with no assistance from teammates.
* *Round-robin brainstorming* doesn’t involve teams, but it does require participants to respond quickly and only when it’s their turn.
* *Reverse brainstorming* includes looking at a problem from the opposite point of view. For example, if your chapter wants to reduce bullying in your school, what would NOT be an effective way of doing so? After brainstorming these “opposite” solutions, you can look at them in reverse and come up with several great project ideas.

**Mind mapping** is a visual creative-thinking technique often linked to brainstorming. It helps you generate ideas by making associations. To create a mind map, you need a large piece of paper. In the center of the page, write the main idea—the identified community need. From that starting point, draw lines to other words or phrases that are related to the need. For example, if you have identified the need to minimize local river pollution, the associated words might be ideas such as “raising money,” “raising awareness,” “encouraging healthy living,” etc. From each of these words, draw other lines that relate to that particular word, and so on. Mind mapping helps to expand your thinking and gets a lot of different ideas down on paper in a short period of time.

Interested in learning about more creative-thinking techniques? Find a comprehensive list of creative-thinking methods here: <http://creatingminds.org/tools/tools_ideation.htm>.

**Consider existing projects***.* You might decide to take over an existing event or project rather than starting from scratch. If the partner you selected already runs a successful project, your chapter could take ownership of it. You can also use these existing projects to come up with similar or complementary ideas. For example, if a local food bank organizes a Thanksgiving dinner for the hungry once a year, you could start your own community dinner at another point in the year so that there are more opportunities for people to receive a healthy meal.

Think of several different, creative ways that you could support an existing project or organization that would lead to a larger goal. Here are some ideas to get you started:

* Organizing a charity concert, fashion show, or sports tournament
* Building homes/facilities for those in need
* Creating a community garden
* Holding a silent auction/benefit gala
* Setting up a mentoring program for kids
* Running a city-wide neighborhood cleanup
* Planning a walk-a-thon or race to raise funds

**Use the internet to research successful projects***.* Searching online will give you tons of community service project ideas. You can look at what has been done by other chapters, nearby schools, or church groups and other organizations. Find out more about FBLA Community Service Projects that chapters around the country have completed in recent years by clicking on one of the following links: (2019) <https://www.fbla-pbl.org/media/2019-FBLA-Community-Service-Project-1st.pdf>; (2018) <https://www.fbla-pbl.org/media/2018-FBLA-Community-Service-Project-1st.pdf>; (2017) <https://www.fbla-pbl.org/media/2017-FBLA-Community-Service-Project-1st.pdf>.

Check out “60 Ways to Better Your Community” from Sign Up Genius to spark project ideas. While some of these might not be large-scale enough for your FBLA Community Service Project, they could help you think of bigger ideas related to the same causes: <http://www.signupgenius.com/nonprofit/community-service-project-ideas.cfm>

Other places to look for project ideas include <http://createthegood.org/how-to-guides> and community service project ideas provided by Nebraska FBLA (<https://nebraskafbla.org/wp-content/uploads/resources-ca_communityserviceprojectideas.pdf>) and Pennsylvania FBLA (<http://pafbla.org/downloads/11_Web_Postings--2011/+11_Recruitment_Ideas/commserviceideas.pdf>.)

**Consider the interests and skills of your chapter members***.* You’re more likely to give your all to a project if it’s something you and your chapter members are interested in. If many of your chapter members love to be active and spend time outside, a charity soccer tournament might be a good match for you. Or, if many chapter members have an interest in education and working with kids, you might consider creating a tutoring program for children at the local elementary school or the Boys and Girls Club. Think about significant changes you’d like to make or events you could organize that would raise a lot of money for a good cause. Record your ideas in the next table.

**What Ideas Do We Have?**

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| **Ideas** | **Ideas** | **Ideas** |
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**Select a project**

Once your chapter identifies many potential ideas, the group can use a variety of techniques to choose its project. This requires discussing the possible options your chapter identified and making decisions about which one to tackle.

Decision-making can be difficult as it requires time and thought. Keep in mind that chapter members’ decisions are influenced by factors such as:

* Experience—Have you encountered any of your options before?
* Emotion—Do you feel strongly about one option or another?
* Insight or intuition—Do you have a gut feeling that one alternative is better (or worse) than the other?
* Commitment to an outcome—Are you set on a particular result?
* Comfort with risk—How willing are you to take a chance?
* Framing—How was each option presented to you?
* Logic—Does it make sense to tackle the option?

The chapter can use different decision-making styles. The group might put one person in charge of the final decision, appoint a small group of students to be the decision-makers, or have the entire chapter decide together.

Here is a decision-making model that might help guide your chapter in selecting the best community service project.

1. Focus on your objective—What is it that you are truly trying to accomplish?

2. Choose decision criteria—What will “make or break” your decision.

3. Weigh the pros and cons of each choice. Make a list of all of the positives of each option, and then all of the negatives. See how each option compares to the other.

4. Choose whichever option has the most pros and the fewest cons.

**Assignment Break**

Put the chapter’s idea in writing. Create a brief project description/proposal to present to your chapter adviser. Use the next template. Save this document to use when you are writing your report at the conclusion of the project.

**Project Proposal Template**

How can you describe your project?

Why did you select this project?

How do you think that the project will impact your community?

How can the project benefit the chapter members’ understanding of leadership development, social intelligence, and community service?

**The prep work**

Okay, what comes next? Project planning. Starting the process of planning your project might seem overwhelming, so take it one step at a time to ensure your project is a success. Just fill in the blanks in this workbook, and refer back to the information when it’s needed.

**Set goals for your project**

The first step in project planning is to figure out your project’s goals—the objectives or wants that you plan to fulfill. They help to drive the project by giving it focus and direction. The goals you set for your community service project should be SMART goals that help you identify exactly what it is you want to achieve—and then know for sure when you’ve achieved it. Take a look at the components of SMART goals:

**S – Specific**  
Specific goals include the details necessary to make sure you don't confuse them with other goals. They are purposely worded so that you know exactly what you will achieve.

**M – Measurable**  
Measurable goals can be counted or measured in some way. They are expressed in terms of time, distance, dollars, etc.

**A – Attainable**  
Attainable goals can be reached. In other words, they are realistic.

**R – Results-oriented**  
Goals that are results-oriented focus on getting something done. These goals look to the outcome—and the performance that brings about that outcome. They are expressed in tangible terms, clearly answering the question, "How will I know if I've reached it?"

**T – Time-bound**  
Goals that are time-bound have a set time limit. You know when the goal begins, and you know when it ends. This means that you also know when to congratulate yourself for reaching it.

There are actually a few different versions of the SMART acronym, but they all contain important information about setting goals. For example, in some variations of SMART, the “R” stands for realistic or relevant. Why do you think these characteristics are important for goals? For more information about SMART goals, check out the article “[5 Characteristics of Successful Goal Setting”](http://smallbusiness.chron.com/5-characteristics-successful-goal-setting-22892.html) by Kimberlee Leonard.

What types of SMART goals are appropriate for your project? Well, that depends on what your project is, of course! If your project involves raising funds, your goal might be to raise a specific amount by a certain date. If your project involves serving others face-to-face, a goal might be to reach a target number of people.

**Activity:** As a chapter, discuss and write down your goal(s) on the next page of this workbook. Make sure they’re SMART. Afterwards, submit them to your chapter adviser for review.

**Project Title:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Project Purpose:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Project Goal(s):** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Look at your project goal. Is it:

* **S**pecific?
* **M**easurable?
* **A**ttainable?
* **R**esults-oriented?
* **T**ime-bound?

How did you do? If your goal is definitely a SMART goal, great—it’s time to start your project plan! If your goal doesn’t meet all of the criteria for a SMART goal, though, you’ll need to spend more time on it before moving forward with your project. How can you change the goal to make it SMART?

**Make a plan**

Project planning also involves deciding what will be done and how it will be accomplished. You probably have some experience planning: Maybe you and your friends talked last Wednesday to decide what to do that coming weekend, or your family created an itinerary for a trip to Florida, as examples. Imagine what would happen if you didn’t plan for these situations. Maybe you would have ended up with nothing to do all weekend, or maybe your family would have missed out on a fun tourist destination. Planning increases the likelihood that the project will get done and that goals will be accomplished.

But how do you make a project plan? It starts by taking the goals that you came up with and turning them into tasks that you can take to reach those goals.

Here are some questions to guide you:

**Project Planning Template**

• Who will be involved in the project?

• What does your project include? What *doesn’t* it include?

• What tasks do you need to do so your project is complete?

• How many people will be needed to do each task?

• What resources will you need to accomplish each task?

**Create a schedule**

One part of planning is figuring out when each of your tasks will need to be completed for the project to stay on track. During this step, you will need to set important dates for your project. Creating a schedule is important so that you don’t lose track of time and have to rush to complete important parts of your project.

Your chapter has a head start on creating a schedule since some dates are determined by FBLA: submittal dates and chartered association and international conference dates. Use those dates as final dates, and work backwards from there to figure out when you’ll need to finish everything else. For example, if your written report is due by February 1, you know before that date your project will have to be planned, implemented, and evaluated; and the report written and edited. Once the report is submitted, the chapter representatives who’re making the oral presentation will start practicing, while any supplementary materials are being prepared. Spread the work out so that you have lots of time to make the project the best that it can be.

If your project is an event that’s happening on one day, you’ll want to contact the chapter members who’re involved to find out when they are available. Consider other events in the community, and try to work around them. For example, if there is a Memorial Day parade in your community, don’t schedule your event during the parade. Think about the best time of day and how long your project will take. You can find lots of resources online to help you know when each task will need to be completed. Here are a few examples:

<https://www.biddingforgood.com/online-auction-services/docs/FundraisingEventChecklist2014.pdf>

<https://blog.winspireme.com/5-step-timeline-for-planning-a-flawless-benefit-auction>

In general, the sooner you complete the important tasks, the better. Be careful to avoid procrastination, or you will be scrambling at the last minute to get your work done—and you’ll struggle to accomplish your project goals.

**Activity:** In the next table, identify important tasks and their due dates. Add additional rows to the table as needed. Obtain FBLA’s submittal and conference dates from your chapter adviser. When you have filled in the table, submit it to your chapter adviser for feedback.

**Project Schedule**

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| **Due Dates** | **Important Tasks** |
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**Create a budget**.

A **budget** is an estimate of income and expenses for a specific period of time. First, your chapter needs to know how much money you will need to implement the project. Start with how much money you already have available. Check to see if some funds are available from another fundraising effort.

Next, estimate how much you think you will need to spend for your project to be successful. Think about the supplies you need, rent for a venue, any licenses or fees you might have to pay, and any other costs such as transportation and food. Make a list of everything you can think of, and then research the prices for those items online, or use your best judgment to estimate the costs. Record all of those costs in a document or chart. Add up the total amount.

**Budget for Our Community Service Project**

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| **Available Funds** | **Expenses** |
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| **Total:** | **Total:** |
| **Difference** | |

Compare the available funds with the expenses. Are there more expenses than available funds? If so, discuss how the chapter could raise funds to cover the identified expenses. Record the chapter’s ideas in the next table.

**What Fundraising Ideas Do We Have?**

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Submit a copy of the chapter’s budget and ideas for raising funds to cover expenses to your chapter adviser for feedback.

**Form committees**

Let’s *divide and conquer* the project work by splitting up the chapter into committees: groups of people who are dedicated to specific matters. To do that, each committee member needs to work well with others—with people on your committee, those on other committees, and those in your community. To do that, the committees need to use teamwork and collaboration skills.

**Teamwork** is one of the most important skills that your FBLA chapter needs. Teamwork is the cooperative effort of two or more people working together to reach a common goal. When everyone pitches in, the work gets done faster.

Since each committee member can make important and unique contributions to the project’s success, all members should have an equal stake in the project’s outcome. To be an effective committee member, there are some desirable teamwork qualities and skills to exhibit.

**ØGood attitude***:* The way you look at life, your attitude, will color your experiences and others’ perceptions. Committee members with a positive attitude encourage others, emphasize progress, and are quick to praise and thank others. Having a good attitude involves treating everyone with courtesy, fairness, and respect.

**ØManagement skills***:* While you may not be in charge of the project, you are used to managing time, money, and decisions in your everyday life. These skills can be applied to your project and will make a welcome addition to any committee.

**ØAdaptability***:* No matter how well planned a project is, things usually pop up that create unexpected bumps in the road. A good committee member is able to navigate through the bumps calmly and rationally. If a problem occurs, it’s not time for blaming and finger pointing. Instead, the committee needs to identify the problem’s root cause, address it, and move on.

**ØReliability***:*  Good committee members meet deadlines, attend meetings, participate enthusiastically, and perform quality work. Reliable committee members can be trusted to do what they say they’ll do—and do it on time. They are accountable for their work and actions.

**Collaboration** is another important skill for project success. This is a cooperative arrangement in which two or more people contribute and share responsibilities to achieve success. Collaboration multiplies the talent, knowledge, and resources available by allowing individuals to rely on each other. By combining their skills and knowledge, committees are able to achieve more and complete projects in less time. The expression “two heads are better than one” is an appropriate way to explain the benefits of working together. Some collaboration techniques include:

**ØCarefully choosing committee members.** When your chapter is deciding who will serve on what committee, keep the project’s goal in mind and choose people with the skills, experience, and interests needed to achieve it. Committee members should take on roles that can benefit from their specific strengths and knowledge.

Here are some examples for you. If your classmate Ryan is a great public speaker, he should be on the committee that makes presentations. On the other hand, Tatiana is artistic and should consider committees that would use her talents. Finally, Matt has been the treasurer of a school club and would be great on committees that handle project funds.

Other factors to keep in mind when choosing committee members are diversity and compatibility. Students with different viewpoints and backgrounds can look at situations from diverse perspectives, thereby benefiting the committee. However, you also need to be sure that committee members don’t have such different philosophies or work styles that they work against vs. with each other.

**ØCommunicating effectively***.* When speaking, committee members need to provide enough detail so others can understand their message. Their communications need to be open and honest. They need to focus their full attention on people who are sharing information with them. Determine what others are truly saying by watching the cues indicated by their tone of voice and body language. Are they excited, confident, or doubtful about the project and the ideas being discussed?

Taking notes can also focus members’ attention while at the same time creating a record to refer to later. Paying attention to everything being communicated will help members understand the project and relate better to other members.

To aid communication, the group should decide on the communication channels or methods to be used. The one(s) selected should be based on member preferences and accessibility.

**ØCreating an environment of trust.** Committee members need to feel comfortable and valued when they contribute to the project. To increase trust, let them know that their input is desired and valued. Encourage everyone to share their thoughts without fear of criticism.

**ØOrganizing the process***.* Everyone should clearly understand the role they will play and what they will be responsible for doing. Decide who needs to report to whom on progress, when they should do it, and how often it should occur.

**ØRespecting others' time, schedules, and deadlines.** Meeting dates and times should be set to accommodate members’ schedules. The group won’t accomplish much if only a few members make the meeting. Since every meeting should have a purpose, committee members should arrive on time, ready to accomplish the meeting’s goal. They need to complete assigned tasks on time, especially if others will be unable to move forward until those tasks are completed.

Members may need to adjust their personal work styles to accommodate that of other committee members. For example, if you know a particular person works in a steady, deliberate manner, but you work in a last-minute rush, you may need to make some changes to avoid potential frustrations and delays.

**ØRecognizing team members' contributions***.* Members should show gratitude to other committee members for their efforts. If a team member has completed a large task or worked a miracle by solving a large problem, be sure to notice and compliment the efforts. Everyone enjoys a little praise when they have worked hard, and it encourages them to continue working toward the completion of the project. Recognizing others keeps them energized, develops better relationships, and creates a positive team spirit.

Keep teamwork and collaboration skills in mind as the group determines needed committees. Since each committee will take on different aspects of the project, the number and types of committees you form depend on what your project is. As an example, you might form a “Supplies Committee” that is in charge of identifying all needed supplies, finding funding for the supplies, finding the best place to purchase the supplies, making the purchase, organizing the supplies, distributing supplies on the day of the project, and keeping track of the supplies at the end of the project. Some other committees you might have are:

**Ø Finance***.* This committee is in charge of managing the project’s money. That money might be donations received, funds raised by your chapter, or proceeds from something you’re selling. The chapter members who are on this committee should be organized, responsible, and good with numbers.

**Ø Fundraising.** If your chapter needs additional funds to pay for implementation of its project, the fundraising committee goes into action. Committee members finalize the chapter’s fundraising idea and determine what support they will need to raise the needed funds. This committee is actually running a mini event. People on this committee need to be sensitive to timelines so that they have the funds in time to support the community service project. They need to have take-charge personalities and be goal focused.

**Ø Information Management.** This committee plays a vital role in overall project success since its members are responsible for maintaining and tracking all data and information generated for the community service project. They translate data so that they are useful and meaningful for the writing team. This includes such things as letters and emails written, the nature and outcome of phone calls, data on the event (e.g., income, attendees, volunteers). They need to follow up after the event to be sure that thank-you letters are written and distributed. Members of this committee should be comfortable with data visualization such as charts, graphs, and infographics. They should be comfortable with using descriptive statistics (e.g., mean, medium, mode). These committee members need good organizational skills.

**ØMarketing***.* This committee will help to make decisions about the target audience(s)—who does the committee want to attract to or reach with its project. The committee members determine the best location for the project to be conducted as well as what price to charge attendees, if applicable. Individuals on this committee need to be comfortable conducting marketing research activities and interpreting data.

**ØOperations.**The operations committee makes sure everything runs smoothly. Its members can be viewed as the *problem solvers*. They oversee the project from start to finish, ensuring that all committees are on target with their deadlines. If not, they determine the source of the holdup and figure out how to get the committee(s) back on track. In addition, the operations committee resolves *personne*l issues if committee members are not fulfilling their tasks. They might be in charge of coordinating supplies, communicating with all the other committees, and setting up the event space, for example. The people on this committee should be organized “planner” types who think of every detail and aren’t afraid to take initiative.

**Ø Presentation***.* This committee will include one to three chapter representatives who will present the project to judges during competition. Each one of them must participate during the presentation. When deciding who will present, think about the members of your chapter who are most comfortable speaking in front of others. Well-spoken, confident presenters are the key to a winning presentation.

The Presentation Committee might also include other chapter members who will work on putting together visual aids for the presentation. Those designing the visual aids should be artistically talented, perhaps technologically savvy, and detail-oriented.

**Ø Procurement.** These committee members are responsible for obtaining supplies and equipment for the project. Once the Marketing Committee determines the venue that best meets the project’s needs, the Procurement Committee negotiates with the venue to get the best prices and services. Committee members identify, evaluate, and choose vendors to find the best prices and services. Members process resource requests from other committees and requisition funds from the Finance Committee to obtain supplies. They keep track of the orders they place and verify the accuracy of resources that are delivered. These chapter members should be comfortable making decisions and verifying data.

**Ø Promotion/Publicity.** This committee is in charge of building awareness of your project and for generating interest that is in line with your project goals. The members would be responsible for selecting how best to communicate with the target audience and what message(s) to use to attract and/or inform that audience. They should contact local media and that in your school about your project and its impact. The people on your Promotion/Publicity Committee should understand how to connect with others, be creative, be familiar with the use of various media, and have good writing skills.

**Ø Report Writing.**The Report Writing Committee is in charge of completing the written work necessary for the project. Your chapter will need to complete a 15-page report about the project. Several writing assignments along the way help to prepare for the report. This committee should obviously include the strongest writers in your chapter who are detail oriented and have great research and organizational skills.

**Ø Volunteer Coordination.**If your project includes volunteers beyond chapter members, you’ll need a committee in charge of organizing those volunteers. This committee will recruit participants, communicate with volunteers about the project in advance, and manage them on the day of the project. These committee members should be organized, persistent, and people-oriented.

Make sure to get firm commitments from all participants. However, remember that there will always be last-minute cancellations and people who are “no-shows.” Come up with a backup plan to prepare for these situations. For example, if you’re organizing a charity concert and one of your bands cancels last minute, have a backup performer who has agreed to take the time slot in case of emergency.

Remember: It’s not a problem if the committee names that your chapter identifies on the next page do not match the committee names just described. It may be that your chapter creates multiple committees to do the work identified for just one of the workbook’s committees. Or, the chapter may combine responsibilities of the committees. Examples of committees whose work might be combined are Finance and Fundraising and Marketing and Promotion/Publicity.

**Activity:** As a chapter, identify needed committees and list each committee’s anticipated responsibilities in the next table.

**What Committees Does Our Project Need?**

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| --- | --- |
| **Committee Names** | **Committee Responsibilities** |
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To select the committee on which you want to work, there are a number of personal factors to consider. Think about your interests, experiences, strengths, and weaknesses. Record that information in the next table.

**What Can I Contribute to the Project?**

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| --- | --- | --- | --- |
| **My Interests** | **My Experiences** | **My Strengths** | **My Weaknesses** |
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For which committee(s) am I best suited?

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2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Record the names of the committees and the names of each student on the committees. Obtain contact information from each member. Use the form below to record the information.

**Who’s on the Committees for the Community Service Project?**

|  |  |  |
| --- | --- | --- |
| **Committee Names** | **Committee Members** | **Contact Information** |
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Now, answer the following questions on a scale of 1 to 5, with 1 being “I’m ready to go” and 5 being “I need adviser help.”

I think our chapter selected a project that will help meet needs in the community.

**1** 2 3 4 **5**

I understand the purpose of my chapter’s community service project.

**1** 2 3 4 **5**

I feel that I can contribute to my committee’s work.

**1** 2 3 4 **5**

I can work well with the people on my committee.

**1** 2 3 4 **5**

I think the project’s timelines are realistic.

**1** 2 3 4 **5**

I feel that the project work can be successfully completed.

**1** 2 3 4 **5**

Share your responses with your chapter adviser for review. Discuss and resolve concerns before proceeding.

**Just Think**

You’re getting ready to undertake committee work with your FBLA chapter’s members. Each person has feelings—just like you do. Each committee member comes with his/her own strengths and weaknesses. Good committee members need to recognize others’ strengths and willingly pitch in to help when others’ weaknesses surface.

To make your committee best work together as a team, each person needs to apply the following ethical principles identified in the Daniels Fund Ethics Initiative:

ᗔ **Integrity:** Act with honesty in all situations

ᗔ **Trust**: Build trust in all committee relationships

ᗔ **Accountability**: Accept responsibility for all decisions

ᗔ **Transparency**: Maintain open and truthful communications

ᗔ **Fairness**: Engage in fair competition and create equitable and just relationships

ᗔ **Respect**: Honor the rights, freedoms, views, and property of others

ᗔ **Rule of law**: Comply with the spirit and intent of laws and regulations

ᗔ **Viability**: Create long-term value for all relevant stakeholders

Can you anticipate situations that might occur with your Community Service Project when you would need to apply these principles? Record your thoughts below.

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**Getting Down to Work**

Up to this point, we’ve been working together as a chapter to make project decisions. From now on, we’ll be focused on committee work. As issues arise, the chapter should get together to handle them.

First things, first. Each committee needs to select a chair who will be responsible for leading the group’s meetings and ensuring that the committee is on track with its responsibilities. This person will report to the Operations Committee about:

□ Issues encountered

□ Unanswered questions

□ Support needed

Each chairperson will maintain a written record of who’s doing what and when; i.e., a record of each person’s job responsibilities, and providing the information to the Report Writing Committee. The chair will set meeting times/dates and send reminders to committee members the day before the meeting.

Go ahead and select your committee’s chairperson, and then record the information in the spaces provided.

My committee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My committee’s chair: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Charting project completion**

Let’s start to figure out the project by putting the work pieces together: essentially, who will do what. Since this is a chapter event, every committee member is accountable for project completion and for the project’s long-term impact on your community. Everyone will have tasks to complete that will be documented and appear in the chapter’s written report.

Working together, complete the table on the next page that will serve as documentation of committee activities/responsibilities. To help with scheduling, determine whether there are some tasks that need to be completed before others can be done. Or, are there tasks that need to be completed simultaneously? Do any of your committee’s tasks depend on another committee’s work? If so, collaborate with the committee to see how its members are setting due dates. Also, consider that time has to be allocated for report writing.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Committee’s Work Structure**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Tasks** | **Due Date & Check Off** | | **Person Responsible** | **Comments** |
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Now, let’s get meetings scheduled so that we can monitor the committee’s progress with task completion. There may be other issues that arise that could be addressed by holding a meeting. However, be sure that every meeting has a purpose. You don’t want to be meeting just to meet!

**Meeting Calendar**

|  |  |  |  |
| --- | --- | --- | --- |
| **Meeting** | **Date** | **Time** | **Purpose** |
| 1 |  |  |  |
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| 15 |  |  |  |

**Dividing up the work**

The information contained in the rest of this community service workbook is intended to serve as a guide of considerations and/or questions for the individual committees to address. Review the information for all committees, then have each committee work on the appropriate tasks. As needed, modify the committee’s work structure table on page 26. The committees are:

• Finance

• Fundraising

• Information Management

• Marketing

• Operations

• Promotion/Publicity

• Presentation

• Procurement

• Report Writing

• Volunteer Coordination

**Finance Committee**

The Finance Committee records every dollar coming into the project. This includes monies from fundraising activities, donations, sales, and sponsorships. The committee needs to track who has donated, what amount, and when. In addition, the Finance Committee needs to track all monies that are spent. Members are, in effect, responsible for “paying the bills.”

Schools usually have policies about how student organizations process money that they acquire or spend. Find out from your FBLA adviser, school administrator, or school secretary what the policies are. You might find that an administrator or adviser has to sign off on any spending. Just make sure you follow school policies and get any needed approvals from the right people.

While managing finances, it is important to keep the project’s financial goals in mind. Your chapter already created a budget, so you have an estimate of how much money you need to raise. As you are receiving donations and approving spending, remember the goal amount, and keep other chapter members informed.

Committee members should set up a system for tracking all incoming and outgoing monies. A free, easy-to-use bookkeeping website is at <https://mybrightbook.com>. This is a good resource since it is appropriate for fundraising. Access the website, and read what Brightbook is and what it can do. Then, set up an account, using the FBLA chapter’s name as the company name. The committee members will need to create a password for the Brightbook account. Since the committee is working with confidential information, the password should only be shared with your FBLA adviser.

If you do not want to use Brightbook, you can use Excel to track cash flow. You can also use the simple template below. Make sure to start with any money that your chapter already has available from previous fundraising efforts.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Income** | **Amount** | **Total** | **Expenses** | **Amount** | **Total** |
| *Example:* Donation from Kelly Ford | $50.00 |  | *Example:* 50 flyers printed in color | $ 6.50 |  |
|  |  |  | *Example:* 100 Granola bars | $30.00 |  |
|  |  | $50.00 |  |  | $36.50 |

Be sure to balance your budget by subtracting expenses from income.

**Total Income** \_\_\_\_\_\_\_\_\_\_ **- Total Expenses** \_\_\_\_\_\_\_\_\_\_ **=** **Profit/Loss** \_\_\_\_\_\_\_\_\_\_

Make sure this number is positive. If it’s a negative number, you are losing money on your project, and you’ll need to find more sources of income to make sure you are reaching your project’s goals.

From time to time, committees will request funds to purchase resources. The Finance Committee needs to maintain a paper trail of all requested funds—who made the request, what was the purpose of the request, where was the money being spent, how much money was being spent, etc. Use the purchase request form below to track the use of funds.

**Purchase Request Form**

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

**Name of requester**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Committee:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Purpose of reques**t: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Use of Funds:**

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| --- | --- | --- | --- | --- | --- |
| **Item** | **Seller** | **Description** | **Quantity** | **Unit Price** | **Total** |
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**Approved by:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Meet with the chairs of all committees to explain that they need to provide invoices and receipts for all expenditures. Create a system for maintaining and tracking all financial documentation. This might be entering each invoice/receipt into your spreadsheet or Brightbook. You might also file each receipt with the appropriate purchase request form.

Finally, the Finance Committee must keep track of any money left over. It should be used to support the community service organization or event, rather than kept by your chapter to use for other purposes. It is important to be responsible and honest when accepting funds from others. They want to see that their money is being put to use in the way that they intended.

**Fundraising Committee**

The Fundraising Committee goes into action when the chapter has fewer funds than it’ll take to do the community service project. Looking at the budget the chapter developed on page 14, does the project require funding?

Enter the difference shown in the budget \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This number, then, becomes the minimum amount that your committee needs to raise to carry out the community service project.

Look at the chapter’s fundraising ideas on page 15. Of the ideas submitted, which ones meet the following criteria:

• The idea is feasible. We could do it. (Feasible)

• The idea is do-able in the time we have available. (Timely)

• The idea adheres to school policies. (Acceptable)

• The idea is different from other fundraisers at school. (Unique)

If an idea on page 15 meets all four criteria, transfer it to the next table.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Ideas** | **Feasible** | **Timely** | **Acceptable** | **Unique** | **Totals** |
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Did the committee transfer more than one idea to the table? If so, the group needs an objective way to decide which option to take. This can be accomplished through the use of a **decision matrix**.

The first step in using a decision matrix is for the committee to decide how important each criterion is to its overall decision. Let’s say that the overall decision is worth 12 points. If all criteria are equally important, the group would record a 3 in the cells below each criterion. If, however, one or more factors are more important than the others, the group would need to decide how to distribute the 12 points across the four criteria.

Example: The group decides that feasibility and timeliness are more important than

acceptability and uniqueness. The group assigns a 4 to both feasibility and timely, but  
 only 2 points each for acceptable and unique.

Take a minute to decide on each criterion’s importance to the group’s decision, and record the point values in the cells immediately below each criterion.

Now, for each idea, apply a three-point rating scale to each criterion. The scale is:

1 = slight extent, 2 = some extent, 3 = great extent

Record the rating for each idea’s criteria. Multiply that amount by the importance of the criterion.

For example, let’s say that the committee considered feasibility extremely important to the overall decision (12 points) and weighted it a 4. And, the committee felt that the idea could easily be done. So, the committee rated the idea’s feasibility a 3. In the idea’s feasibility cell, the committee would write 4 X 3 = 12. The committee would continue this process for each idea’s criteria.

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| --- | --- | --- | --- | --- | --- |
| **Ideas** | **Feasible** | **Timely** | **Accepted** | **Unique** | **Totals** |
| **4** | **4** | **2** | **2** |
| **Idea #1** | 4 X 3 = 12 |  |  |  |  |

Finally, total each idea’s points, and record them in the “Totals” column on the right.

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| --- | --- | --- | --- | --- | --- |
| **Ideas** | **Feasible** | **Timely** | **Accepted** | **Unique** | **Totals** |
| **4** | **4** | **2** | **2** |
| **Idea #1** | 4 X 3 = 12 | 4 X 2 = 8 | 2 X 1 = 2 | 2 X 3 = 6 | **28** |

The idea with the most total points is the fundraising project that the committee should undertake. As a group, go ahead and rate each idea. Then, record your fundraising project here:

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**Finding potential donors**

Friends and family are a great place to start when seeking donations. Parents of chapter members might work for companies that would like to support your event, and having a connection makes them much more likely to consider it.

Beyond personal contacts in the community, you might start by calling or visiting businesses to explain what you need. Because you’re working to solve a problem and benefit the people around you, local businesses and organizations might support the project financially. Their contributions may vary from donating money to providing supplies.

Some businesses might be interested in sponsoring the event.A **sponsorship** is an agreement that allows a company to pay a fee for the right to affiliate itself with an event. If businesses want to sponsor your event, talk to them about how they would like to be promoted. Perhaps they want the event named after them, or they want their logos displayed on the t-shirts that your chapter members will be wearing.

Keep in mind that a goal of being sponsored is to make money for the project. When sponsors request promotional activities that they want in return for the sponsorship, be sure to cover their costs in the requested monies. For example, if a local insurance agent wants to put up a large banner with her name on it at your event, you should ensure that she is willing to donate enough to cover the banner’s cost as well as to support the event. You’ll need to calculate the cost of the banner, and then determine a reasonable amount to ask for on top of cost. If you only break even from a sponsorship, it is not really contributing to the funds you need for the event to be successful.

You can also speak at local organizations or community groups such as Rotary Clubs or the chamber of commerce to obtain donations. What local community groups could the committee approach? Record your ideas here:

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Another fundraising approach is crowdfunding: the process of raising funds from a large group of people, usually via the internet. It involves setting up a page online where people can learn about your project and donate with the click of a button. You can use platforms such as Kickstarter, GoFundMe, and Fundly to set up your page. Once you have done so, you need to promote the page via social media and email so that people are aware of your event. Be sure to check school policies about crowfunding before you set up a page.

The last and often most frequently used approach for school fundraisers is going door-to-door in the neighborhood. This approach will need to be coordinated with the Operations Committee so that that group can assist with setting up routes for chapter members. You want to fully canvass neighborhoods but avoid having more than one group of students knock on the same doors.

**Making the “sale”**

This is the trickiest part of fundraising. When talking to potential donors, be professional, polite, and well-spoken. Come up with a pitch ahead of time so you know exactly what you’re going to say. Explain the project and its purpose, as well as how the potential donor could help. Be sure to thank the person or business for agreeing to talk with you about it. In the following space, create a pitch that can be used by chapter members.

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Obtaining donations and sponsorships takes a lot of time, effort, and persistence. You’ll probably hear the word “no” many times before you get a “yes.” Be resilient, and keep smiling!

You should try to include donors in the project as best you can. Invite them to participate in your event, or ask them if they would like to volunteer alongside your chapter members. If they see the success that their money helped to achieve, they will be much more likely to donate in the future and feel that their investment was worthwhile. Even if donors do not want to be a part of your project, you should send them thank-you notes to show how much you value their support.

**Information Management Committee**

This committee interacts with other committees to obtain, maintain, and track all data and information generated for the community service project. This includes such things as written/received letters and emails, the nature and outcome of phone calls, data on the event (e.g., sales, attendees, volunteers), promotional materials, etc.

To get started, the group should assign a team member to each of the other committees to determine the types of data each team will generate.

**Information Management Responsibilities**

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| **Committee Member** | **Assigned Committee** | **Data/Information** |
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When working with the other committees, keep in mind that there are basically two types of data: quantitative and qualitative. The team will be able to quantify some of the data with numbers. Other data might be qualitative. These data are about people’s emotions, perceptions, or feelings and help in understanding what people think. They cannot, however, be quantified with numbers. To get a handle on quantitative and qualitative data, check out this website: <https://www.questionpro.com/blog/qualitative-data/>. In the previous table, mark the data as quantitative (QT) or qualitative (QL).

Since numbers are confusing, boring, and meaningless to a lot of people, the Information Management Committee needs to make numbers tell a story or provide a picture of the project. What do the mean, medium, and mode communicate? You need to present data so that everyone, especially the writing and presentation teams and judges, can understand them.

Looking at all the data identified in the previous table, which of them will be meaningful in helping others understand your project? What story do you want your data to tell? How will you obtain the data? These are questions that need to be answered at the beginning of the project so that nothing will be missed or overlooked. To help you with this, you should consider teaming up with a math teacher at your school. Complete the following table to address the data questions and to assign a committee member responsibility for collecting the data.

**Collecting the Project’s Data**

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| **Data to Obtain** | **Source of Data** | **Responsibility** |
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One way of making data “talk” to people is through the use of data visualization techniques such as charts, graphs, and infographics. Open this link <https://www.sas.com/content/dam/SAS/en_us/doc/whitepaper1/data-visualization-techniques-106006.pdf>, and read pages two through six to learn some of these techniques.

Can you use any of the techniques identified? If so, you can go to a number of free sites on the web to create charts. One of those is Datawrapper at <https://www.datawrapper.de/>. Or, you can use Excel to aid with chart creation. If the committee opts to use infographics, a useful site is <https://venngage.com/blog/how-to-make-an-infographic-in-5-steps/>.

**Telling the Project’s Story with Data**

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| **Data to Obtain** | **Visualization Technique** | **Responsibility** |
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Another responsibility of the Information Management Committee is to photograph or video record the project from start to finish. The resulting visuals can be incorporated into the written report to document the chapter’s activities. They can also be posted on social media to generate interest in the chapter’s planned event. The committee should designate a team member to be responsible for capturing specific visuals. As a committee, plan needed visuals, and document that they have been obtained.

**Visuals for Community Service Project**

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| **Needed Visuals** | **Date Obtained** | **Needed Visuals** | **Date Obtained** |
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Once the committee starts to obtain data, the members need to find a convenient way to store them so that the data will be accessible when needed by the writing team. The simplest way to store the data securely is through the use of a cloud-based storage service such as Dropbox, One Drive, or Google Drive. Set up an account with one of these services, and share the account with the Information Management Committee members. Be sure that as data are added to the account that files and documents are given meaningful titles so that needed information can be easily obtained.

The final responsibility of the Information Management Committee is to write thank-you notes to people outside the chapter who have contributed to making the community service project a reality. This might include donors, volunteers, etc. As a committee, develop a list of the people to thank and determine the media to use for communicating the chapter’s appreciation. Assign one person or a team of members to write the messages.

**Marketing Committee**

This committee will help to make decisions about the project’s target audience(s)—who does the committee want to attract to or reach with its project. Is the audience for the event senior citizens, elementary-age students, or somewhere in between? Naturally, the target audience will relate to the type of event the chapter has selected.

Target audience(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Selection of the target audience will impact a number of decisions that the Marketing Committee is responsible for making.

1. Choice of venue

2. Price(s) to charge, if applicable

Most community service projects will need a venue or location. Your event’s location depends on your project. Will the event be held at your school, at a local park, at a shelter, or at an event space? If you’re hosting a concert, you’ll need a stage with a big audience space. If you’re planting a community garden, you’ll need a large green space with good soil and plenty of room for the garden to grow.

Type of Venue Needed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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After you know what your venue needs are, start to think of spaces that could work. Your school is a great place to start because you probably won’t have to pay to use it. Once you have picked a place, contact the person in charge of renting it. At your school, this could be your principal. At a ballroom or event space, you’ll need to speak with an event coordinator whose job it is to book groups. If your event is outside or in a public space, you might have to work with the city government.

Potential Venue Sites: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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When you talk to the person responsible for booking the venue/location, explain your event to make sure it’s a good fit. Be sure to get all the details about the venue: cost, when you can access it. when you must be out of the venue, etc. Make sure the price is reasonable—venues can be really expensive, and you don’t want to use the whole budget for the venue. If there are several potential venues, be sure to compare rental rates, access information, cleanup requirements, and time to vacate the venue. Just be sure that whatever venue/location is needed, it is set before committees move forward.

**Potential Venue Information**

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| **Venues** | **Contacts** | **Rental Rates** | **Access Times** | **Cleanup** | **Vacate** |
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When setting prices for ticket sales, the committee needs to decide whether the goal is to make money on the event or to breakeven. If the goal is to make money, how many tickets at what price will need to be sold? Start by determining all the expenses associated with the event. Will there be a venue cost? How about the costs to promote the event? Will there be any food and beverage expenses? How about expenses associated with equipment rental? Don’t forget that there’s an expense for printing event tickets. What other materials and supplies will be needed? Work with other committees to identify expenses. Record your findings in the next table.

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| **Items** | **Quantity** | **Cost** |
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| **Total** |  |  |

The totaled amount of the expenses gives you the breakeven point. The chapter needs to earn at least that amount to breakeven. Anything above that amount will be profit, while anything less than that will be a loss.

Next, determine a reasonable number of tickets that could be sold. If the selected venue holds 250 people, that would be the most tickets that could be sold. Is it realistic to think that all 250 tickets will sell? If not, try to be practical in determining how many tickets would actually be sold. Once the committee has that number, members can determine the lowest ticket price to offer to break even. This is done by dividing the breakeven amount previously identified by the estimated number of ticket sales.

Breakeven Amount = \_\_\_\_\_\_\_\_\_\_\_\_ # of Estimated Ticket Sales \_\_\_\_\_\_\_ = Lowest Ticket Price \_\_\_\_\_\_\_\_

If the chapter wants to earn a profit, members will need to decide on a realistic figure. Let’s say that the group wants to earn a 5% profit. Multiply the breakeven amount times 1.05 (5% increase) to obtain the total amount the chapter wants to earn. That amount is then divided by the number of tickets that the chapter plans to sell to get the individual ticket price that’ll result in a 5% profit.

Breakeven Amount \_\_\_\_\_\_\_\_\_\_\_ Desired Profit \_\_\_\_\_\_\_\_\_ = Total to Earn for Desired Profit \_\_\_\_\_\_\_\_\_\_

Total for Desired Profit \_\_\_\_\_\_\_\_\_\_ Projected Ticket Sales \_\_\_\_\_\_\_\_\_\_ = Ticket Price + Profit \_\_\_\_\_\_\_\_

But don’t stop, yet. The committee needs to research other events held at the venue or similar venues that had similar entertainment. Compare your desired price to what you found. Is your price in line with the other events?

Another factor to research is other activities being offered during the same time period. Does the event appeal to the targeted audience so that they’ll choose your event? The committee will need to work with the Promotion/Publicity Committee to be sure that ticket buyers see more value in your event than in others. Ticket prices can then be adjusted up or down based on the value it offers ticket buyers.

**Operations Committee**

The Operations Committee is responsible for making the event happen. If the chapter’s planning has been successful, the project should go relatively smoothly. However, unexpected issues are bound to pop up. As a committee, complete the following table, identifying potential problems that the event might encounter, ways that the committee could tackle them, and the person responsible for resolving each issue.

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| **Potential Issues** | **Ways to Resolve** | **Who’s Responsible** |
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Some questions for the committee to answer about event implementation are:

1. How much time will it take to implement the event?

2. Where will the event be held?

3. When will the event be held?

4. What, if any, special licensing does the committee need to obtain for the event?

5. If tickets are to be sold for the event, will the sales occur ahead of the event, on-site, or both? How does that impact our committee?

6. Will registration be needed for the event? If so, how will it be handled?

7. What, if any, accommodation does the committee need to provide for persons with disabilities?

8. Will food be sold at the event? If so, how does that impact the committee’s work?

9. What, if any, vendors will be at the event?

9. What, if any, signage will be needed for the event?

10. What, if any, parking considerations are there for the event?

11. How can the committee get set up ahead of time for the event?

The Operations Committee will need to determine the time frame for event implementation and develop an event planner that identifies activities, tasks involved, times, and responsibilities. Committee members can use the following planning calendar or access free, online event calendars at [www.monday.com](http://www.monday.com), [www.teamup.com](http://www.teamup.com), or a template in [www.office365.com](http://www.office365.com) (Project Task List, Project Timeline templates, etc.).

**Event Planner/Tracker**

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| **Activities** | **Tasks** | **Assigned To/Chair** | **Estimated Start** | **Estimated  Finish** |
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The Operations Committee needs to monitor the other committees involved in the FBLA Community Service Project. This oversight responsibility involves a variety of activities.

• Assisting other committees with their work

• Checking with committees to be sure they are meeting their time lines

• Refocusing the efforts of committees or committee members when issues arise

All committees should check in on a regular basis so that the Operations Committee can monitor their progress throughout the project. Changes or adjustments will likely need to be made to keep the project on track. For example, maybe you’re halfway through a day of landscaping at the park when it starts to thunderstorm, requiring the committee to cut the day short.

Track important data throughout the project, such as the number of attendees, the engagement level of participants, and how long it took to do certain tasks. You’ll need these when you’re evaluating your project later. Share this data with the Information Management Committee.

When the project is complete, you’ll need to do some work to wrap it up. This might involve cleaning up equipment and supplies, tearing down signs or banners, and making sure everyone involved gets home safely. Make sure to keep any reusable supplies for future projects or other events.

**Presentation Committee**

“Wow!” This is what you want the judges to think as the members of your Presentation Committee exit the room at competition. To get to wow, the committee members need to spend lots of prep time that ends when the committee makes its speech to the judges. Presenting to the judges is the thing your chapter has worked toward since starting the project. You’ll have a total of 15 minutes to wow them by showcasing your project. You’ll have:

• Five minutes for setup and tear down of materials and equipment

• Seven minutes of actual presentation time

• Three minutes of questioning by the judges

The judges need to see how hard the chapter has worked to make this project a success. So, show ‘em!

**Understand what content to include and behaviors to exhibit**

Let’s tackle the content first. Content needs to be organized and presented in a logical way. The judges expect chapter members to:

**1. Overview and describe the project.**

Here, the Presentation Committee goes through the project’s details. Consider the “who, what, when, where, and why” of your project: who it involved, what it actually included, when it took place, where it took place, and what its purpose was. The committee needs to explain how the project came together. You might want to showcase this part of the presentation with photos/videos. Work with the Information Management Committee on desired visuals.

Tell the judges how your chapter aimed to help the community through your service. Explain the factors that helped you decide what project to undertake. Continue by providing rationale for selecting the community service or charitable project**:**  Relate this to the needs of your community.

Identify the project’s SMART goals, and support this explanation visually.

**2. Explain chapter member involvement in project planning and organization.**

Now, you’ll want to present the chapter’s game plan. Judges want to hear how your chapter used project-management skills. They expect you to tell them that all chapter members had a role in the project, that they had specific responsibilities, and that they had timelines.

Explain what committees the chapter set up and what they planned to contribute to the project. Discuss how committees and their responsibilities were determined. Discuss the frequency with which committees planned to meet. Explain how the chapter planned to handle issues that came up. Show the judges how each person in the chapter had a role in the project.

Discuss the determination of the target audience(s). Explain the rationale for the choice.

If additional funds were needed to carry out the project, explain how the chapter planned to raise the funds. Were volunteers needed? If so, explain how the chapter planned to recruit them. If donors and/or sponsors planned to contribute to the project, explain how. What promotional activities were planned? What communication channels did the committee plan to use?

Determine the visuals to share with the judges. These might includeyour budget, promotional calendar**,** and organizational chart.

**3. Describe how the project impacted the community.**

What went on during the day of the project? What did chapter members do to help reach the goals of the project? What did your chapter accomplish? What issues occurred and how were they handled? Identify ways that the project impacted the community. Using quotes from those impacted is a powerful tool. For visuals, you might want to show schedules and photos/videos from the day of the event.

**4. Describe the publicity the project received.**

Tell the judges about your promotional and public relations activities. Identify your targeted audience(s) for each promotional/public relations activity. Explain where, when, and how often the activities appeared or were conducted. If you have data on reactions to the activities, share that with the judges, too. Work with the Promotion/Publicity Committee to obtain copies of the various postings. Be sure to share visuals of all of these activities as proof of occurrence.

**5. Discuss how the chapter evaluated and closed the project.**

You need to explain to the judges how your project actually went. You’ll want to include numbers and statistics about your project here that prove whether or not it was a success. Explain whether your project achieved its goals and why or why not. Explain how your project made a difference in your community. Provide numbers and data that demonstrate impact: number of people affected, amount of money raised, long-term impact the project will have, etc.

Summarize the benefits and lessons that your chapter gained through your project. For example, how did you work on your leadership skills? How did you become better at working with people? What did you learn about the value of community service?

Explain to the judges what went well and what didn’t. Describe what changes you would make if you had the opportunity to do the project over. Would you spend more time planning? Would you involve fewer or more people on a certain committee? Would you come up with a back-up plan in case of emergency? Your Lessons Learned Worksheet on p. 73 and data from the Information Management Committee will come in handy here.

**Behaviors.** How you look during the presentation matters to the judges. Your appearance needs to be professional, meeting FBLA’s guidelines for appropriate attire found at <https://www.fbla-pbl.org/cmh/dress-code/>. Make sure your clothes are clean and well-pressed. Your accessories, such as jewelry and shoes, need to be conservative. You need to have good hygiene.

Complete the next template, and obtain a sign-off signature by your adviser.

Clothes I plan to wear: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Shoes I plan to wear: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Jewelry I plan to wear, if any: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Adviser sign-off: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If issues were identified by your adviser at any point, fix the issue. Look your best!

There’s more to your appearance than your clothing and accessories. You need to appear confident and poised. To do that, use your body—as well as your words—to share your message. Maintain eye contact with the judges. Your facial expressions, hand gestures, and other movements say a lot. For instance, you can use your hands to capture your judges’ attention and convey meaning. If you have the judges’ attention, they will follow you with their eyes.

On the other hand, you should avoid distracting gestures and actions such as fidgeting with your clothing, tapping your fingers, or twisting your hair. Doing so adds nothing to your presentation; in fact, doing these things can make you appear nervous.

The best way to be confident? Prepare! Here’s how to prepare for your presentation.

**Create an outline.**

Use the written entry as a guide to outline your project. Break up the material into main sections and points. You’ll want your presentation to be organized, clear, and effective in communicating the important aspects of your project. Make sure that your project very clearly demonstrates your use of project-management skills. You specifically want to show that your chapter:

* Initiated the project by identifying an issue and creating measurable goals
* Planned and organized the project
* Executed and implemented the project
* Evaluated and closed the project

As a committee, decide which of the required one-to-three speakers will say what during the presentation. This requires evenly dividing the content, making sure that each person speaks to the judges.

Use the next template to create your outline.

**Outline Layout**

*I. Introduce yourself and your chapter representatives*.

Who will say it: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What will they say: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*II. Attention getter*

Who will say it: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What will they say: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*III. Overview and description of the project*

Who will say it: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What will they say: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*IV. Research into community needs*

Who will say it: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What will they say: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*V. Chqpter member involvement*

Who will say it: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What will they say: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*VI. Results and impact of the project*

Who will say it: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What will they say: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*VII. Promotional and public relations activities*

Who will say it: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What will they say: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*VIII. Project evaluation*

Who will say it: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What will they say: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*IX. Presentation conclusion*

Who will say it: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What will they say: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Support your presentation**

Once you have decided what content to include in your presentation, determine how to support it. Often, speakers use visual aids and equipment for that purpose. When visual aids and equipment are used effectively during presentations, the audience observes that the visuals and equipment:

• Are relevant and important to the presentation

• Complement what the speaker is saying but don’t “steal the show”

• Can be seen or heard clearly by the audience

• Add to, rather than distract from, the presentation

• Are used easily by the speaker

Be creative and inventive with the supports you choose for your presentation. Keep in mind that you will not have internet access. This means that you should download your visual support to your laptop. For the final round, a screen, power, table, and projector will be provided. Your team needs to decide whether you will use any of that equipment.

Be sure to remove all materials from the judges’ area when the presentation is over. Nothing can be left with the judges.

High-tech, interactive presentations will impress judges. However, you don’t *need*to use all the bells and whistles. The presenters should not rely on a video or any other sound to make the presentation effective. Remember: No matter how great your visuals are, they will not make up for a less-than-excellent presentation. They aren’t the main part of the presentation: You are.

Examples of possible visual aids and equipment are provided in the next table. As a committee, discuss why you would/would not choose the visuals and/or equipment identified in the table. Record the group’s responses in the spaces provided.

**Support Pros and Cons**

|  |  |  |
| --- | --- | --- |
| **Visual Aids & Equipment** | **Pros** | **Cons** |
| Posters |  |  |
| Presentation display board |  |  |
| Flip chart presentation easel |  |  |
| Laptop |  |  |
| Mobile devices |  |  |

Visuals to be used: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Equipment to be used: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Prepare to answer questions**

At the end of your presentation, be ready to answer questions from the judges. Consider what questions they might ask. You can do this by practicing your presentation in front of other chapter members, your adviser, family, or friends and having them question you. Write those questions in the spaces provided in the next template. Then, practice answering them either in writing or out loud.

**Potential Questions from the Judges**

1. Question:

Your answer:

2. Question:

Your answer:

3. Question:

Your answer:

4. Question:

Your answer:

5. Question:

Your answer:

**Practice, practice, practice**

Nothing will make you feel more confident than practicing your part of the presentation as much as you can. Practice on your own first before working with the other presenters. Start your practices in front of a mirror.

It is up to you whether you choose to memorize your presentation word-for-word, or plan to be more spontaneous. If you do memorize, you must be so prepared and practiced that you know that no matter what, you won’t forget what you need to say. Be careful not to sound too scripted or rehearsed. You want to use a conversational tone.

You can use notecards or a copy of the written entry as a reference while speaking, but make sure you don’t stare at them the whole time. Since you want to make eye contact with the judges so that you appear confident and personable, it would be best if you could do your presentation without notes.

Record your presentation, and listen to what you are saying as well as how you are saying it. Evaluate what you hear by answering the questions in the next table.

**My Personal Q&A**

|  |  |  |  |
| --- | --- | --- | --- |
| **Questions** | **Answers** | | **What I’ll Do to Improve** |
| **Yes** | **No** |
| Did I speak naturally, in a conversational tone? |  |  |  |
| Did I speak clearly, pronouncing words correctly? |  |  |  |
| Did I enunciate words clearly? |  |  |  |
| Did I vary my voice inflection? |  |  |  |
| Did I speak up so that I could easily be heard? |  |  |  |
| Did I speak at a good pace—not too fast or too slow? |  |  |  |
| Did I sound confident and enthusiastic about my topic? |  |  |  |
| Did I pause to give judges the chance to reflect on what I said? |  |  |  |

Re-record your presentation, implementing the identified improvements. Keep practicing until you are happy with your part of the presentation.

For a fun video, check out Josh Brewer’s “Tips on Giving Oral Presentations” found at <https://www.youtube.com/watch?v=QKOO99UjsSE>

It’s now prime-time for your practice sessions to expand to include your team members. The group should check its timing and pacing. Figure out where each presenter wants to be at targeted times: three minutes, five minutes, etc. Make sure everyone is finished within the seven-minute time limit so that the chapter is not penalized.

Ask your peers, teachers, family members, and FBLA adviser to listen to the committee’s presentation. When you practice your presentation in front of peers, advisers, teachers, or parents, give them the attached presentation criteria, and ask them to evaluate your presentation. Use their feedback to get better before competition.

|  |  |
| --- | --- |
| **Presentation Evaluation Criteria** | **Got It** |
| Project was overviewed and described. |  |
| Project was initiated by identification of an issue and supported with measurable objectives. |  |
| Project-management skills were used to plan and organize the project. |  |
| Project-management skills were used to execute and implement the project. |  |
| Presenters discussed promotional and public relations activities undertaken. |  |
| Presenters discussed how they evaluated the project. |  |
| Presentation was organized, clear and effective. |  |
| Presenters portrayed professional standards (appearance, poise, confidence). |  |
| Presenters utilized effective presentation techniques. |  |
| Visuals were used effectively. |  |
| All representatives participated. |  |

When you have finished, ask what they liked about the presentation and what they think could be improved. After discussing the feedback with committee members, what steps will be taken for improvement? Record the feedback and the team’s action plan in the spaces provided.

Audience: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Positive feedback: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Needed improvements: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Action steps: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Head for the home stretch: presentation time**

It’s time to present at competition! Take a deep breath and relax. You’ve been preparing for this for weeks—you’re ready, and you’re going to do great! Here are some tips to help you put your best foot forward.

1**. Make a good first impression.**

You’ll never have a second chance to make a good first impression, so be sure to start your presentation right. Shake hands with the judges confidently. Then, take a moment to arrange your notes and materials. Pause to give the judges a moment to realize that you are ready to begin, as well as time to focus their attention on you.

2. **Make eye contact.**

Look at the judges whenever possible, rather than staring at your notes or at the back of the room. To establish a connection with them, make eye contact with each one of them equally throughout the presentation.

3. **Make the judges want to listen**.

A truly effective oral presentation makes the judges want to listen to the speaker so that they understand the speaker’s message. Grab the judges’ attention by starting your presentation with an engaging story, shocking statistics, thought-provoking questions, or even a survey.

Regardless of what approach you take, be sure to end your introduction by explaining the purpose of your project and what you plan to accomplish during the presentation. For example:

“Our chapter was successful in organizing and running a 5k race to raise funds   
for the children’s hospital. I plan to demonstrate how we used project-management   
skills, learned the value of community service, and made a difference in our community.”

4. **Monitor your speech**.

The way that you speak makes just as much of an impact on judges as what you say. Speak clearly, articulate properly, and be sure to pronounce your words correctly.  Ask yourself: Are we using inflection to create variety in our voices? Can the judges hear us? Are we speaking at a good pace, not too fast or too slow? Adjust your tone, volume, or pace if necessary. Also make sure that you are not reading from your notes or robotically sharing memorized material, which will quickly bore your judges. Speak with confidence and energy to create interest in your message, and don’t forget to use well-timed pauses to give the judges an opportunity to reflect on information you have shared.

5. **Share your message**.

Now’s the time to deliver the presentation that you prepared. Share your knowledge, research, and experiences with confidence. If you aren’t sure about your message, your judges won’t be, either. Be open and honest with the judges, and share personal examples with sincerity. Also, remember who your judges are and what they care about. Remember that you are being evaluated on the criteria in the chart on the previous page, and keep them in mind while speaking.

6. **Check for understanding**.

Next, make sure that the judges are following your presentation.  Look for clues that judges are paying attention and understand your message. For example, are they looking at you?  Are they nodding their heads in agreement? Are they smiling or laughing when you share humorous details?  These are clues that they are engaged in your message. If you feel you have lost your judges, pause briefly to regain their attention or adjust your message by sharing additional information or examples.

7. **Transition between speakers effectively**.

If more than one chapter representatives are presenting, make sure that you seamlessly transition between one speaker and the next. Plan ahead so you know how these transitions will go. Smoothly pass the presentation off to each other in a way that doesn’t feel awkward or halted.

8. **Conclude your presentation**.

Finish your presentation by summarizing your main points, especially if the material is complex. If you began with a story, finish it now. Doing so will create a unified message that is easier for your judges to retain.

9. **Field questions**.

After concluding your presentation, invite the judges to ask questions. Make sure you save enough time for questions. You should have prepared for potential questions, and you should be the expert on your project, so don’t worry! The judges likely won’t ask something that you don’t know how to answer.

10. **Thank the judges and exit.**

Thank your judges, shake their hands again, and gather any materials that you need to bring with you. You are allowed to use prejudged materials, visual aids, and samples related to the project during the presentation, but you may not leave any items with the judges or audience.

**Final tips for presentation success**

* Ask your chapter adviser for feedback on your presentation’s organization and clarity.
* Look professional – groom well and dress to the nines.
* Organize your presentation materials.
* Arrive early so you can deal with any last-minute items or unexpected problems.
* You may not be provided internet access. So, come with your presentation downloaded to your computer or to a flash/thumb drive.
* Make sure any presentation equipment is prepared so setup goes easily—five minutes are allocated for setup, so you have to include that in your 15-minute time period.
* Don’t bring any food or drinks.
* Be confident and poised – avoid nervous ticks such as playing with your hair or fidgeting with your clothes.
* Stand up straight, and either keep your arms at your side, or use an appropriate amount of gestures while speaking.
* Prepare your transitions between slides and speakers ahead of time.
* Don’t forget to remove any materials you brought from the presentation area.

**Procurement Committee**

Members of the Procurement Committee vet anything that has a price associated with it. They do this by collaborating with other committees to determine what resources are needed: supplies, materials, equipment, etc. Then, they determine the best vendors to use and obtain the resources for the committees. In this way, they make it possible for the committees to achieve their goals.

Naturally, the needed resources will vary greatly depending on the project. For example, if you’re organizing a 5k race, you might need water and snacks, a finish line, music to play, tables, chairs, and mile marker signs. Most projects will need supplies for promotion such as posters or flyers.

A good process to follow is to assign a Procurement Committee member to each of the other committees. In this way. each committee will have a go-to person when resources are needed. That person will be responsible for ensuring that requested resources are available when needed.

Here are the steps that Procurement Committee members should follow to obtain requested resources.

1. Check to see whether the requested resources are already available. For example, the FBLA chapter might have poster boards left over from another project.

2. Figure out what could be borrowed. For example, a chapter member has DJ equipment that you could use.

3. Determine whether the requested resources have been or could be donated to the chapter.

4. Identify potential suppliers of the resources by checking prices on their websites. Record the information found.

5. Evaluate the suppliers’ prices, quality, and delivery terms.

6. Place an order with the supplier offering the best overall deal.

7. Verify quantity and quality of ordered items when they arrive.

8. Deliver requested resources to the committee.

9. Give the Finance Committee all financial paperwork.

The following resource tracker is provided to help the Procurement Committee know who is responsible for what and what the status is of the resource request. If the committee would prefer, it could design and create its own resource tracker in Excel that would be tailored to the committee’s needs.

**Resource Tracker**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Committees** | **Assigned To** | **Requests** | **Providers** | **Costs** | **Received** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
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**Promotion/Publicity Committee**

You need to promote your project for a variety of reasons: to raise funds, to recruit participants, and to get buy-in from the community as a whole. The type of promotion depends on your target audience and goals. Examples of goals could be awareness, participation, donations, attendance, or good publicity. If you want people in the community to form teams for your three-on-three basketball tournament, for example, you might put up signs at local gyms or put a blurb in the local rec league’s email newsletter. You might also consider contacting media organizations in your community to see if they are interested in publicizing your project. If the local news runs a story about your project, members of the community will be better informed and more willing to participate.

Here are some ways that you might consider promoting your project:

* Post on social media (Instagram, Twitter, Facebook) using a catchy hashtag
* Send emails to students and/or community members
* Hang up flyers/posters in your community/school
* Include the promotional message in the morning announcements at school
* Use word-of-mouth—tell your friends and family, and have them tell everyone they know, too!
* Offer a contest or drawing to encourage participation

What media will your committee use? Who is the targeted audience?

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The committee needs to think about what they want to communicate to their targeted audience(s). What headline or subject line could you use to catch audience attention? What do you want them to know about your event? Why should they attend or participate? How can they take action (e.g., buy tickets, make a donation, etc.)?

Headline/subject line: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Message: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Action: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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The committee will probably want to make the local newspaper aware of its event. To do this, the committee needs to write a clear, concise press release that will be submitted to the paper. Use the following template to guide the preparation of the press release.

FOR IMMEDIATE RELEASE: (DATE)

Contact Name

Organization (FBLA Chapter)

Phone Number

Email

HEADLINE (ONE LINE ONLY)

*Subhead: More Detail as Needed, One Line Only*

**City, State:** The first paragraph describes what the chapter is announcing, where, and its relevance to your FBLA chapter.

In the second paragraph, build on the importance of your announcement. Quotes from chapter members, donors, or partners could be used for that purpose.

The third paragraph should provide background information about your chapter: its purpose, membership, activities, etc. The information provided needs to provide a context for the chapter’s story.

**###**

Your committee needs to communicate its message(s) regularly and frequently to catch the attention and interest of the targeted audience(s). Committee members need to think about how far in advance of the event they should start their communications. For example, if you want to have 100 tickets purchased for your silent auction by February 15th, you should probably start promoting the event at least two months in advance.

Use of a promotional calendar can help the group monitor its communications. Use the following promotional calendar template to plan and monitor promotions for your project. Turn it in to your chapter adviser for review.

Be sure to keep track of all of your promotional efforts for use in the written entry. Assign a committee member that responsibility. The person is responsible for giving the Information Management committee all promotional materials.

**Promotional Calendar**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Promotion** | **Media** | **Responsibility** |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| 5 |  |  |  |
| 6 |  |  |  |
| 7 |  |  |  |
| 8 |  |  |  |

**Report Writing Committee**

The written entry is your chance to shine and demonstrate the value of your project. FBLA considers the written portion of the project extremely important and uses its score to break ties. Luckily, FBLA provides some specific guidelines to keep you on track. It’s important to make sure you are following them because you don’t want to be penalized or lose any points

When the project **begins**, work with the Information Management Committee to start collecting information about the project’s background. This includes:

* The project’s goals—what does the chapter plan to accomplish
* The purpose of the project
* The rationale for selecting the community service or charitable project

As the project **progresses**, you will need to determine the following:

* Needs of the school and/or community

You will need to work closely with various committees and with the entire chapter to obtain additional information for the report. The groups will help with such things as:

* Documentation, including: budget, promotional calendar, schedules
* Evaluation of the project
* Impact of the project
* Recommendations for future projects

Complete the questions on the next page as your project unfolds.

**Information Needs Checklist for the Report Writing Committee**

|  |  |  |
| --- | --- | --- |
| **Questions** | **What Committee Has the Information?** | **Got It** |
| What is the project’s purpose? |  |  |
| Why did the chapter select the community service or charitable project? |  |  |
| Who is responsible for doing the project’s tasks? |  |  |
| How can we describe the project? |  |  |
| What is the project’s budget? |  |  |
| How can the promotional calendar be shared effectively? |  |  |
| What schedules do we have? |  |  |
| Did the project succeed? |  |  |
| What was the project’s impact? |  |  |
| How has the chapter members’ understanding of leadership development, social intelligence, and community service benefited from the project? |  |  |
| Are there additional aspects of this project that we could do in the future? |  |  |

**Outlining your report**

You’re lucky! FBLA provides specific guidelines for preparation of written reports. The guidelines are in the Format Guide accessed at this link: <https://www.fbla-pbl.org/media/FBLA-Format-Guide-2020-21-v6.pdf>.

FBLA expects the report to have been written by members of your chapter—not by your teachers or anyone else. The entry cannot have previously been submitted at NLC for FBLA competition. To ensure that all chapters have the same amount of time to complete their projects, all community service projects must take place between the previous State Leadership Conference and the current one.

All chapters must adhere to ethical standards. Plagiarism is a serious offense. Taking anyone else’s work and using it as your own is not only wrong, but it will also get you disqualified from competition and eligibility for awards. Additional ethical standards include:

* Giving credit to any sources that you used
* Being accurate and honest throughout
* Being original

When you submit the written report, you are giving FBLA permission to publish your work. Here is the format that FBLA requires participants to use for the written entry:

**TITLE PAGE.**The first page of the written entry is the title page. It must include the following:

Community Service Project

Year(s) project occurred (e.g., 20XX-20XX)

Name of high school and state

The title page should **not** be **numbered**.

**TABLE OF CONTENTS.** This page lists all parts of the report in an outline format and provides associated page numbers. The table of contents should follow the title page. It should be double spaced.

**BODY OF THE WRITTEN ENTRY**

This component of the written report is used to tell the project’s story. Start with an attention getter to engage the judges.Attention getters should grab the judges’ interest in your project and let them know why your project was important. Examples of attention getters include the use of:

• Surprising statistics or facts

• Anecdotes

• Quotations

• Questions

Now, tell your story. Start by describing the purpose or goal of the project and stating its SMART goals. Explain the needs in your community and why the chapter chose the project.

Identify how the chapter did its research into the needs of the community. This includes explaining how the research was planned, executed, and evaluated. Explain the factors that helped you decide what project to complete and the process used in making that decision. Relate this to the needs of your community.

Walk through the steps taken in planning, developing, and implementing the project. Consider this the “who, what, when, where, and why” of your project: who it involves, what it actually included, when it took place, where it took place, and what its purpose was. Provide a rationale for the types of activities undertaken.

An aspect of this part of the presentation is showing the project’s organizational chart. This is a graphical representation of the flow of authority within an organization. It shows relationships between people and ownership of tasks. Here are some examples of organizational charts:

<https://www.smartdraw.com/organizational-chart/examples/>

<https://www.lucidchart.com/blog/types-of-organizational-charts>

Using Microsoft Office, Excel, or PowerPoint, you can easily create an organizational chart to represent your chapter’s work on this project. Here are some video tutorials to walk you through the process:

<https://www.youtube.com/watch?v=I8S9fyPZTHE>

<https://www.youtube.com/watch?v=zcNy_KvFpdo>

Obtain the needed information from each committee chairperson. Then, create and attach a copy of your chapter’s organizational chart to this page in the workbook.

Use your organizational chart, along with some written descriptions, to explain how each chapter member was involved in the project. This means explaining who participated on each committee and what the committee’s job responsibilities were. List all the work that each committee did so it is clear how much work each member of your chapter contributed. Make sure that the judges know the number of students in the chapter who participated.

As examples, you’ll want to explain the project’s budget and any fundraising activities done to fund the project. Tell the judges about the process the Marketing Committee used in identifying the venue and how the committee set prices. Describe how procurement was managed. If volunteers were needed, explain their training and support on the day of the event.

Next up, show how the project benefitted or impacted the community and/or school. You want to make the case that your project made a difference in your community. Prove to the judges that your efforts were worthwhile and that they made a dramatic difference. Obtain numbers and statistics from the Information Management Committee. Naturally, these numbers will vary based on the type of project the chapter selected: How many people were affected? How much money did the project raise? What long-term impact will your project have? Tell the judges how aspects of the project will be continued.

Now, describe the promotional/publicity activities carried out by the chapter. Sharing the promotional calendar would be beneficial. Make sure that the judges see that the chapter undertook multiple promotional/publicity activities. Explain how the media were selected to reach the targeted audience(s). Obtain examples of the various activities from the Promotion/ Publicity Committee and include them in the report.

Finally, you’ll want to explain how the chapter evaluated the project: what worked, what didn’t, what changes could be made in the future. Would you spend more time planning? Would you involve fewer or more people on a certain committee? Would you come up with a back-up plan in case of emergency? These are just a few things that might spark your thinking when coming up with these recommendations.

You’ll want to include numbers and statistics about your project to prove whether it was a success. The Lessons Learned Worksheet on page 73 and data from the Information Management Committee will come in handy here. Discuss recommendations for improving the project.

FBLA does not require an appendix; it is optional. This is the place in your report to put additional material such as questionnaires used, letters sent and received, general background data, meeting minutes, promotional materials, budgets, etc. Anything that doesn’t fit in the other sections of the report can be put here, but make sure it actually contributes something to your written entry because its pages are numbered and count in your total of 15 pages.

**Activity:** As a committee, talk through the sections in the next template. Take notes as you go so that you won’t have to reinvent the wheel. After you have talked through the entire template, go back to each section and decide who will be writing what. Write their names in the spaces provided.

**Written Report Template**

Attention getter: Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What the project was about: Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What the project’s SMART goals were: Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How you researched community and/or school needs to determine what project to select:

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Who was involved in your project—number of chapter members, committees, committees’ roles:

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What the end results of your project were—how the community and chapter members benefitted

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What promotional/publicity activities you used—media, frequency of appearance/post, examples

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How the chapter analyzed and evaluated the overall project and recommended improvements

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Style and Formatting**

Before you start to write, there are some important things to keep in mind. The report’s content needs to be arranged in the same order as the Expectation Items appear in the Report Rating Sheet. The written document should be formatted and designed as a business report. Make sure that you use proper grammar, punctuation, and spelling. For a refresher on proper grammar and other writing tips, visit <https://owl.purdue.edu/owl/general_writing/index.html>.

**TRY IT OUT**: Use this space to write a couple of sentences using a professional, report-writing style:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

FBLA has strict formatting requirements for the written entry. Each of the writers and/or the committee members responsible for preparing the document should review the Format Guide. If requirements aren’t followed, the chapter will probably lose points on its written entry.

The following table contains some of FBLA’s primary formatting requirements. After the work of all writers has been completed/combined, double-check to be sure the report meets those requirements.

|  |  |
| --- | --- |
| **Format Requirements** | **Got It** |
| Is your report typed? |  |
| Did you use 8½ by 11 paper? |  |
| Did you use one-inch side margins on both the left and right? (Unless the report is bound on the left, in which case, the left margin should be 1.5-inches.) |  |
| Did you use one-inch top margins throughout the report? |  |
| Do page numbers appear in the top, right-hand-corner of the header? |  |
| Do the title page and table of contents appear without page numbers? (Remember, the first page of the report may or may not be numbered, and the header must be .5 inches.) |  |
| Is the last numbered page the final page of your appendix? |  |
| Is the body of your report double spaced? |  |
| Did you space once after punctuation? |  |
| Did you space once after state abbreviations and zip codes? |  |

**Tips for success**

* Follow all FBLA guidelines found at <https://www.fbla-pbl.org/competitive-event/community-service-project-fbla/print/?part=eventguidelines,generalguidelines> and in the Format Guide found at <https://www.fbla-pbl.org/media/FBLA-Format-Guide-2020-21-v6.pdf>.
* Use a professional layout with meaningful, colorful graphics.
* Use headers and footers with an attractive color scheme.
* Use a 75:25 ratio for content-to-visual (75% content, 25% visuals).
* Use bullet points where you can.
* Proofread and have your chapter adviser look over your report for neatness, grammar, spelling, and word usage. Reading out loud will help you catch mistakes!
* Include charts, tables, diagrams, and infographics where appropriate.
* Use numbers – numbers are proof of success.
* Avoid penalty points. Five points can be deducted for each of the following: failing to follow FBLA dress code, exceeding time limits on the presentation, and failing to follow guidelines.

**Volunteer Coordination Committee**

Some projects could benefit from the use of volunteer assistance. This could be the day of the event or during its planning and preparation. Once the chapter has finalized its choice of projects, the volunteer coordinators can determine if and when volunteers will be needed. If the committee is not needed, committee members should select another committee for project participation. Be sure that the members go to different committees rather than the entire group adding itself to one of the other committees.

If the committee is needed, you have a number of important tasks to handle. As a committee, answer and complete the next table.

**Volunteer Coordinators’ Planning List**

|  |  |
| --- | --- |
| **Questions** | **Answers** |
| For what activities will we need volunteers? |  |
| When will those activities take place? |  |
| Who can we get to volunteer for the project? |  |
| How will we go about getting the volunteers? |  |
| Who will be responsible for recruiting the volunteers? |  |
| What message can we use when recruiting volunteers? |  |
| What training will the volunteers need? |  |
| Who will train the volunteers? |  |
| When and where will training take place? |  |
| Who will be responsible for ensuring that volunteers do what is needed? |  |
| How will we thank the volunteers for their service? |  |
| Who will be responsible for coordinating thank-you notes with the Information Management Committee? |  |

If the volunteers need to be trained, complete the next template.

**Volunteer Training Template**

What will the volunteers be doing? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What do volunteers need to know about their responsibilities? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Script: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What time should volunteers arrive at the event? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Where should volunteers go when they arrive at the event? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

To whom should volunteers report when they arrive at the event? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Once the committee has its plan in place, the group is ready for implementation. If problems crop up during implementation, be sure to seek the assistance of the Operations Committee.

**Reflect**

When your FBLA chapter finishes its community service project, take a few minutes to reflect on how it went. As a chapter, meet to discuss the successes and weaknesses of the project. Make sure to obtain feedback from all participants involved in the project: Everyone needs a voice in discussing project strengths, weaknesses, and needed improvements. Ask and answer questions such as:

**Lessons Learned Worksheet**

|  |  |
| --- | --- |
| **Questions** | **What We Learned** |
| * What went well? |  |
| * What could have been done better? |  |
| * How could the project be done differently to make it better? |  |
| * What parts of the planning process were well-executed? |  |
| * Which parts of the planning process could have used more time and effort? |  |
| * How did your project impact the community? |  |
| * Did your project achieve its goals? |  |
| * What did your chapter members learn about leadership development, social intelligence, and community service? |  |
| * What situations occurred during the project that required use of ethical principles? |  |
| * What recommendations do you have for future projects? |  |

The Report Writing Committee will use this information in the final section of its report. Also, save the information to use as a starting point for future community service projects.

**Assignment Break**

Make sure that each chapter member has a copy of this page. Ask them to individually respond to the questions posed in the Lessons Learned Worksheet. Then, come together as a chapter to share everyone’s thoughts and ideas.

**Celebrate your success**

You made it through competition – congratulations! Breathe a sigh of relief — your project is complete. You deserve the chance to celebrate what you and your chapter have accomplished. Go to dinner as a team, host a movie night, or bring in a cake for everyone to share. Take the time to recognize and reward others for their hard work.

Your chapter made a difference in your community. You gained valuable leadership skills and learned the value of civic responsibility. Hopefully, you will take your community service experience into the future and always find ways to contribute positively to the lives of those around you.

Finally, remember to have fun and enjoy yourself! All of your hard work is finally paying off, and hopefully, your project was a success. Remember: Working together, your chapter helped others. You made a difference.