

Integration of FBLA Activities in the Business Education Program

Summer 2007

American Enterprise Project

Background

The American Enterprise Project is designed to encourage FBLA chapters to develop projects within the school or community that increases the understanding of and support for the American enterprise system by developing an information/education program. The event is not designed to raise money for the chapter. Chapter participation is encourages members to learn about the economic system and share their expertise with others inside or outside of the school. Rules, guidelines and a performance rating sheet can be found on the National FBLA-PBL website (http://www.fbla-pbl.org/docs/FBLA_CMH_2006/FBLA_Tab5.pdf) located under the event title: American Enterprise Project.

Rationale

Students need to understand their daily involvement with the American enterprise system. This event encourages students to learn and then teach or provide information to others. While the specific topic learned & taught by the students may vary (for example: banking, credit, online money management, free trade, business proprietorship, labor unions), students will strengthen their knowledge by applying the concepts to the chosen form of presentation (teach a class, hold a workshop, create brochures). Students will see the planning, development and implementation come alive as they reflect via the project manual that is written post-project.

Teaching the Content

Unit	The American Enterprise System
Lessons	American Enterprise: Defined, Topic (may vary see examples above in rationale), Project Development, Project Implementation, Project Benefits, Writing the manual, Editing the manual, Publishing the manual
Academic Expectations	1.1, 1.2, 1.4, 1.5-1.9, 1.11, 1.12, 1.13, 2.2, 2.3, 2.13, 2.14, 2.15, 2.18, 2.19, 2.30, 3.3, 3.4
Building Interest	The American Enterprise Project is a fascinating method of building teamwork and involvement among students and FBLA chapter members. While instruction on the individual topic may vary, the result of the project will permit students to work together to create a valuable resource for other students and community members. Teacher discretion may govern the selected team whose written manual is submitted for the Regional FBLA competition. All students involved with the projects can receive recognition via newspaper articles, as well as provide volunteer experience that may be listed on their resumes.

Connecting the Activity to the Content

The American Enterprise project can be sectioned in 3 parts: students learn the content via traditional teacher instruction, webquest, or other resource materials (teacher guidance); students teach or apply the content in a community workshop, elementary, middle or high school classroom, and finally the reflection of the entire process in a project manual.

This project meets curriculum standards found in accounting, communication, economics & personal finance, entrepreneurship, and information technology. Therefore, any business class falling in these categories can easily integrate the American Enterprise project into their courses as a method of teaching and assessing student abilities in the desired topic. Reinforcement of the students' knowledge will be supplemented with the students ability to create their project and reflect in the project manual.

The evaluation instrument found on the FBLA website (see above link) can be used to evaluate the project manual. A second instrument can be used or manipulated to serve as evaluation of the in class oral presentation or workshop.

Taking It to the Next Level

Teacher discretion and student interest will determine which team project manual will represent the school/chapter at the Regional FBLA conference. Feedback from other business teachers, administrators or business professionals may provide insight for improvements of the project manual (content or publication). Teachers may also choose to set up opportunities for students to showcase their work with local clubs or organizations (Lions Club, Kiwanis, Women's clubs, etc.).

Benefits of the Activity

The FBLA chapter will benefit from projects that require multiple members to participate. For example, students providing information via community workshops will need assistance in publicity, reservations, content distribution, refreshments, and follow up after the workshop. The team building nature of the American Enterprise project permits student success and mastery of their content.

Student confidences to culminate a project, orally represent and teach their ideas, and work successfully in a team are all important aspects of this activity. Students are actively engaged in review of important economic, speaking & listening, and practical living skills outlined for the CATS and Skill Standard assessments. Community recognition for the projects can be obtained through newspaper publication.

Integration of FBLA Activities in the Business Education Program

Summer 2007

Electronic Career Portfolio

Background

An electronic collection of a student's work continues to be an asset when applying for post secondary schools and employment. Progressive students will be prepared to send potential employers an extensive collection of work to showcase growth, skills, and abilities. The electronic career portfolio will take the student applicant a step beyond submission of just a resume and letter of application.

Rules, guidelines and a performance rating sheet can be found on the National FBLA-PBL website (http://www.fbla-pbl.org/docs/FBLA_CMH_2006/FBLA_Tab5.pdf) located under the event title: Electronic Career Portfolio. Teachers of any business course can utilize this event to identify strengths and weaknesses in student knowledge and abilities. Any platform may be used to create the portfolio (Word, PowerPoint, Web Design software). Links to individual documents may exist on the home page of the portfolio. Scanned copies of work, transcripts or letters of recommendations may also be included.

Rationale

In the digital media age, Business Education seeks to strengthen the competitive advantage of students in any field/career. While this event permits each student to create their own portfolio, it also allows the student to add additional information as needed. This event is flexible for any business education course, as it relates directly to career document preparation.

Teaching the Content

Unit	Career Documents: Electronic Portfolios
Lessons	What are My Skills & How Do I Prove Them?, Resume, Letter of Application, Scanning Other Resources, Formatting a Portfolio (links, appearance, accessibility), Distributing the Product
Academic Expectations	1.1, 1.2, 1.4, 1.5-1.9, 1.11, 1.13, 1.16, 2.3, 2.36, 2.37, 2.38, 3.1, 3.3, 3.4, 3.6, 5.1, 5.2, 6.2, 6.3
Building Interest	Imagine if your greatest achievements were stored on one CD/DVD for showcase & reflection! This activity is much different than the traditional use of paper, folders & notebooks to display student work. Much more, it allows the portfolio to grow with the student's growth. The activity adds an electronic element to teaching a career unit that is fun for the students as well as a practical culminating project.

Connecting the Activity to the Content

The published electronic portfolio may be evaluated with several different methods. Teachers may choose to evaluate the individual documents (resume & letter of application) with a separate scoring rubric. The FBLA website (see link above) provides an evaluation tool for the encompassing portfolio. Students may benefit from area business professional feedback. The compact version of the portfolio simplifies the process of obtaining this feedback—as the portfolio can be easily mailed or hand delivered. Teacher discretion and student interest may attribute to selection of a student to represent the FBLA Chapter at the Regional conference level. All students will benefit from this end of Unit product.

The electronic career portfolio is an excellent tool in student self evaluation. Teachers can work individually with students to identify any weak areas in the student's education and work experiences. Strong areas can be maximized by way of publishing effectively. Software skills are continually developed with this activity as students learn electronic methods of storing their data (scanning & linking documents).

Taking It to the Next Level

Teacher business professional feedback will add value to the student work. Students may wish to add video/audio technology to the portfolio to increase the variety of media displayed. Although Regional FBLA competition permits only one student from each chapter to represent the event, the chapter and student body benefits from this level as they all gain skill in portraying their abilities through electronic media. The regional job applicant pool will be filled with students who can professionally display their accomplishments.

Benefits of the Activity

Further benefit of the activity includes support of preparation necessary for the CATS and Skill Standard Assessments. The areas targeted include the “Big Ideas” of career awareness, exploration, planning, and employability skills. Students use written (resume & application letter) and oral (job interview) communication to convey their experiences and qualifications for the assigned job. This activity benefits students with very relevant experience to obtain employment.

Integration of FBLA Activities in the Business Education Program

Summer 2007

Public Speaking I or II Event

Background

The Public Speaking event recognizes students who are beginning to develop qualities of business leadership by developing effective speaking skills. Rules, guidelines and a performance rating sheet can be found on the National FBLA-PBL website (http://www.fbla-pbl.org/docs/FBLA_CMH_2006/FBLA_Tab5.pdf) located under the event title: Public Speaking I or II. Public Speaking I includes grades 9 & 10 only. Public Speaking II includes grades 11 & 12.

Rationale

Students need to understand and practice effective communication skills. This event provides an opportunity for students to write and deliver a prepared speech. Students choose to support one of the nine FBLA goals with a minimum four minute speech. The speech may include facts or working data from any source. While composing the speech is a valuable development of written skills, delivery of the speech increases oral communication abilities. Peer revision of written speeches will also serve as a valuable exercise for increased skill.

Teaching the Content

Unit	Speaking in the Business World
Lessons	Select a Speech Topic, How to Structure a Speech, Create Content, Organize & Reorganize, Building Confidence, Speech Delivery
Academic Expectations	1.1, 1.2, 1.4, 1.11, 1.12, 2.14, 3.1, 3.4, 5.1, 5.2, 6.1, 6.2, 6.3
Building Interest	The Public Speaking Event is a valuable tool in confidence building for students. Encouragement to deliver the speech in the classroom setting as well as an opportunity to represent the school at regional, state or national competition often increases interest for students. Local school boards or clubs/organizations may also agree to permit students to speak at meetings to showcase student work. Prizes of recognition or newspaper articles may also be utilized to build interest.

Connecting the Activity to the Content

The unit is designed to support skills obtained in multiple business courses. Students will use research skills, keyboarding skills, and organize thoughts and ideas to create their speech. The final speech delivery will serve as the unit assessment. Students will gain skills and appreciation for speech composition and delivery.

Taking It to the Next Level

The Public Speaking Event will conclude upon consideration of high score obtained on the performance rating sheet and teacher recommendation. The student will improve the speech by performing in front of various audiences (chapter meetings, administration, school board, and other clubs/organizations).

Benefits of the Activity

Students will be better prepared for CATS and the Kentucky Occupational Skill Standards Assessments by *developing* content for their speeches, orally *communicating* the speech to varied audiences, and *increasing* their public appearance skills.

The Public Speaking Event specifically targets the Speaking, Listening, and Observing and Writing portions of the Kentucky Department of Education Program of Studies. The areas targeted include the “Big Ideas” of writing content, structure and process. The Public Speaking Event may also serve as a portfolio entry for business students. This style of writing enables students to increase their skills to prepare for speech writing at the post-secondary level as well as in the business world.

Integration of FBLA Activities in the Business Education Program

Summer 2007

Job Interview Event

Background

The Job Interview Event involves all necessary components of the job application process. Students will complete a job application, create a letter of application and resume and sit for an employment interview. Rules, guidelines and an interview rating sheet can be found on the National FBLA-PBL website (http://www.fbla-pbl.org/docs/FBLA_CMH_2006/FBLA_Tab5.pdf) located under the event title: Job Interview Event. Practice interviews may be conducted between peers with use of the interview rating sheet. Finally, it is recommended that area business professionals are solicited to conduct interviews with the students. Instructors will need to schedule interview times with volunteers in advance.

Rationale

Students need to understand the varying stages of the employment process. The Job Interview Event stresses the importance of providing student experience in an interview setting and requires students to enhance their employability skills in both written and oral communication. Students receive feedback and have opportunity to improve skills. Through the use of area business professionals, conducting interviews, students will gain first-hand experience in the interview process.

Teaching the Content

Unit	Employability Skills
Lessons	Locating Job Openings, The Job Application, The Resume, The Letter of Application, The Interview: What to Expect (dress, environment, questions), You're Hired!
Academic Expectations	1.11, 1.12, 2.36, 2.37, 2.38, 4.1
Building Interest	The Job Interview Event will be presented to students on the first day of the unit with the understanding that at the conclusion of the unit, guest business professionals will conduct interviews. The students who score best will participate in a final interview process and upon conclusion will represent the chapter at the regional level. Final round participants may also receive a certificate of recognition.

Connecting the Activity to the Content

The unit is designed to outline the necessary steps in the employment process. Students will learn the process of locating job openings, keying/formatting a resume & letter of application, as well as filling out an employment application. The preceding components will be introduced as the necessary steps to obtain a job interview. The Job Interview Event then allows students to vocalize their skills and experiences in an interview setting. The act of experiencing a mock job interview will reinforce the concepts taught in class

by making the concept real-world with business professionals conducting the interviews. Students will be better prepared for CATS and the Kentucky Occupational Skill Standards Assessments by *developing* content for their resume/letter of application, orally *communicating* their goals and experiences, and *understanding* the employment process.

Taking It to the Next Level

The Job Interview Event will conclude with area business professionals rating students with the Job Interview Rating Sheet. This approach will permit students to receive immediate feedback from their interviewer. Students will be adequately prepared for employment interviews in a real-world setting.

Upon review of the rating sheets, the top five student scores will be evaluated. These students will be recognized via newspaper posting or other form of recognition. Students may participate a second interview session to identify the top candidate. This top student will represent the school in the Job Interview Event at Regional FBLA competition.

Benefits of the Activity

The Job Interview Event specifically targets the Practical Living/Vocational Studies portion of the Kentucky Department of Education Program of Studies. The areas targeted include the “Big Ideas” of career awareness, exploration, planning, and employability skills. Students use written (resume & application letter) and oral (job interview) communication to convey their experiences and qualifications for the assigned job. This activity benefits students with very relevant experience to obtain employment.

Integration of FBLA Activities in the Business Education Program

Summer 2007

Management Decision Making

Background

Management Decision Making is an event that supports objective measurement of student knowledge in multiple business fields via a written multiple choice test. A second measurement employs a team approach to solve a case study problem that will allow students to justify their decision making skills by delivering an impromptu oral presentation. Rules, guidelines and a performance rating sheet can be found on the National FBLA-PBL website (http://www.fbla-pbl.org/docs/FBLA_CMH_2006/FBLA_Tab5.pdf) located under the event title: Management Decision Making. Teachers of any business course can utilize this event to identify strengths and weaknesses in student knowledge.

Rationale

Upper level business students enjoy the challenge of problem solving and defending a decision that may be made by a business manager. Students need to recognize that managers must have a holistic understanding of the business before making decisions. For example, business managers must consider vision, growth, resources, strengths and weaknesses of the business in order to make an effective decision. While the national topic/case study will focus on a different area each year, a business management instructor may choose the order of approach. Topics include: human resource management, financial management, marketing management, and information systems management. Teams may include up to three (3) members who have skills in varying areas.

Teaching the Content

Unit	Management Decision Making:
Lessons	Human Resource Management, Financial Management, Marketing Management, Information Systems Management
Academic Expectations	1.1, 1.2, 1.4, 1.5-1.9, 1.16, 2.3, 2.13, 2.15, 2.16, 2.18, 2.19, 2.30, 2.36, 2.37, 3.3, 3.4, 3.6
Building Interest	Discussion of business current events is excellent preparation for the Management Decision Making event. Problem solving skills are developed in analysis of concepts that effect management decisions outlined in daily newspaper reporting. A team of students who demonstrate mastery of concepts assessed may be chosen to represent the school at the regional FBLA competition. In class competitions may be held to continue to develop skills and identify the competition team.

Connecting the Activity to the Content

Reading case studies from textbooks and analyzing current event management strategies develops upper level problem solving abilities. Students are able to apply what they have acquired in various business and academic courses to justify a next-step decision made by a management team. Enrichment and enforcement are inevitable with this event in applied learning. While the assessment/evaluation instruments for the oral discussion of the management decision making case are available through the FBLA website (Competitive Event Guidelines—see link above), the objective unit test may be developed from existing business technology textbooks.

Taking It to the Next Level

Teacher discretion may be a factor in choosing the Management Decision Making team that will represent the chapter at the regional competition. Students scoring highest on the written objective test, as well as performing well with the criteria outlined for the case study oral presentation would also be a deciding factor. In a semester course, students have the ability to practice their skills multiple times prior to delivery at competition. Continued development of business terminology, current events, and presentation skills will assist in preparation for the next level of competition.

Benefits of the Activity

Career development is inevitable with this activity. While students who wish to pursue a career in management will benefit most, other students will be exposed to all facets of business operations and begin to understand their role in the operation of a business.

The CATS Assessment and the Skill Standard Assessment are both supported by the concepts presented in this activity. All Big Ideas in the Social Studies program of studies are supported as well as the Speaking, Listening and Observing skills outlined for any secondary grade level.

Recognition may be as simple as a newspaper article, or presentation of award at the Regional conference. Area business professionals may also encourage students by serving as observers during delivery of the case study practice sessions and extending student knowledge with their active presence.