

Chapter Management Reference

2009 Edition



BUSINESS
professionals
OF AMERICA

Today's students. Tomorrow's business professionals.

Foreword

Nearly every young person wants to associate with worthwhile, meaningful, and constructive activities. As leaders in the area of career/technical education, we have a unique opportunity to provide these activities to students through an effective and positive chapter program. If we do not respond to the needs of these students in their search for worthwhile activities, we can be assured that they will seek elsewhere for activities which may or may not be as meaningful and constructive.

The essence of career/technical student organizations is an awareness that the responsibility of the educator goes beyond skill development. The educator's interest should be in the whole student. The building of skills in the

classroom, laboratory, or on-the-job and the student development that chapters promote, both have as their goal the development of students for the workforce. Balanced against technical skill, a young employee should have the traits of citizenship, leadership, and good character. These traits help the student make a valuable contribution to the business community in which he or she will work. Participation in chapter activities will help to develop these traits which add to employability traits that will give a salable personality as well as salable skills and, equally as important, give satisfaction as a capable human being. We are not only interested in students making a living but also in knowing how to live.

Acknowledgements

Business Professionals of America is indebted to many individuals and organizations for their assistance, guidance, and continued support which has resulted in its organization.

Acknowledgement should be made of the National Association of State Supervisors of Business and Office Education, the National Association of State Supervisors of Distributive Education, the International Association of Administrative Professionals (formally Professional Secretaries International), the United States Office of Education, the Association for Career and Technical Education (ACTE), and the United States Chamber of Commerce. These organizations assisted in the development of Business Professionals of America.

Meetings of the National Board of Trustees substantially defined and shaped the organization that is in effect today. Through the action of the National Board, the advice and counsel of a number of national organizations were sought. Special recognition should be given to the assistance received from FFA, FCCLA, DECA, and Skills USA.

In a final word, the *Chapter Management Reference* is dedicated to the many individuals who have made Business Professionals of America synonymous with achievement for career/technical business education students. The guide is dedicated to the members of Business Professionals of America—to the young men and women who *are* Business Professionals of America's strength and who will be served by the programs contained within.

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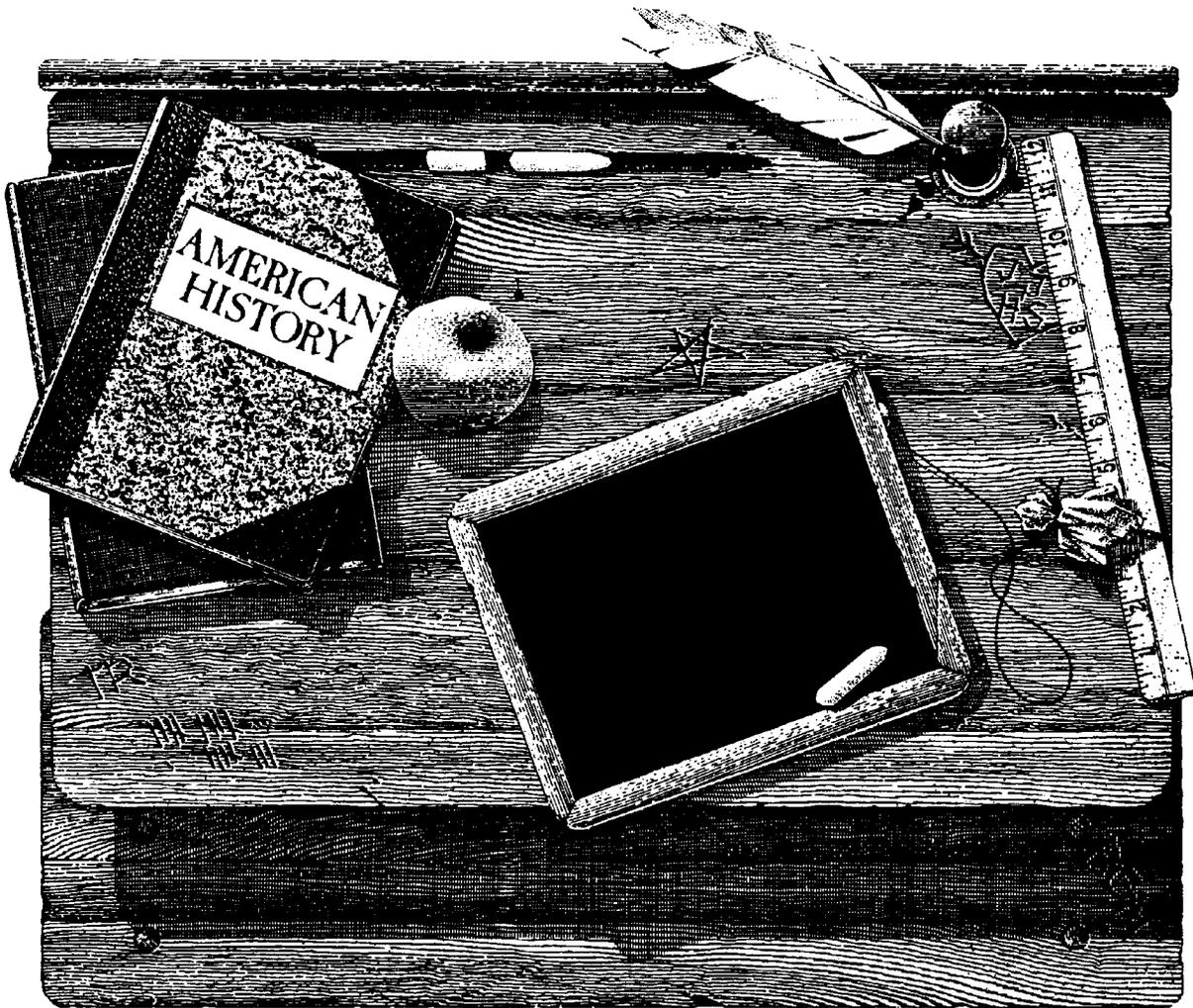
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History and Traditions



Purposes of Business Education Programs

The overall purpose of education for business is to provide individuals with skills and abilities to meet local, state, and national needs for business workers. It is for all citizens who want, need, and can profit from this instruction. Realistic consideration is given to the needs and opportunities of the employment market. It also provides a balanced program of business education to support the economic and defense needs of the nation for business and/or office workers. The office, as the facilitating factor in our society, makes possible the achievement of the goals of the production and distribution factors in our economy.

Business education is making important strides in breaking away from traditional subject-oriented curricula. The curricula are sequences of educational experiences related to occupational objectives which have been formulated through an analysis of behavioral requirements (duties, skills, abilities, and attitudes) of business and/or office occupations. The instructional sequence is a balance of business principles from which the student learns about the environment he or she will face in the business world. This sequence includes occupational specialization to acquire skills necessary to succeed in a business career; realistic “in-school” and “on-the-job” experiences with necessary supervision, direction, and coordination; and coordinated group activities based upon the student’s career objective.

Education for business and/or office occupations is a career/technically-oriented program stressing the career objective of the individual student. It is not a terminal program in a conventional sense of the word, because the individual determines the level of training he or she wishes to obtain through a program which extends from routine office activities to complicated administrative positions.

Business education programs are offered in three settings including secondary, post-secondary, and middle level.

Secondary

The major purpose of the secondary level business education program is to provide the skills necessary for entry-level business and/or office workers. Business education is based upon the general education required of all students at the school and the basic business education offerings available as part of the academic program, plus business principles, occupational specialization, and realistic business experiences provided in the business education program. The business and/or office

occupations portion of the student’s education is specifically related to the career objective of the student.

A secondary program must be in conformity with State Plan requirements and may extend over a one-, two-, three-, or four-year period for those with career objectives in business and/or office occupations.

Post-secondary

The major purpose of the post-secondary business education program is to provide initial, refresher, and upgrading education to help individuals enter and advance in a career. At this level of the educational system, students may be trained as entry-level business or office workers and upgraded to skilled worker positions. Education may also be provided for entry-level technician positions with upgrading to specialized business and/or office occupations. Entry-level administrative positions, as well as upgraded training leading to administrative management positions, are also provided.

For those students enrolled in 4-year degree programs, the major purpose is to prepare them to teach career/technical business and office education courses or to prepare students for business and office management careers.

Middle Level

The middle level division has been established. This program facilitates middle school students’ participation in the Special Recognition Awards and the selected contests in the Workplace Skills Assessment Program. Also, they have been approved for National Leadership Conference attendance.

History and Organization



Office Education Association

Career/technical business education is a combination of courses and practical experiences, organized into a program of instruction that provide opportunities for persons to prepare for and achieve career goals in business and/or office occupations. This program is designed to serve the needs of society through co-curricular educational programs at the secondary, post-secondary, and middle school levels.

Business education serves individuals with a broad range of skills and abilities. High school students, those who have graduated or left high school, post-secondary business education students, those who have entered the workforce and need additional training, persons with special needs, and business education teachers are the major groups served by business education programs.

Students who participate in business education programs should find career opportunities in a variety of fields including administration, accounting, clerical, and data processing. Business education programs offer activities for students to develop skills and abilities that will enhance their employment potential.

Shortly after the passage of the Vocational Education Act of 1963, the need for a student organization to provide for students enrolled in vocational office programs was recognized. Many meetings were held and many studies were conducted with a view toward inaugurating such an association. In 1964 at the American Vocational Association meeting, it was suggested that a study group be established to see if state supervisors of office education wanted a youth group similar to those serving other curriculum areas of vocational

education. The study covered 43 states and indicated that 67 percent of the supervisors wanted a vocational youth group for the students of office occupations. In 1965, another survey confirmed this desire and stressed that the group be restricted to those in office occupations education.

That same year, the state supervisors of office education met to develop guidelines for their field. Among the items included was an endorsement of a youth group which would be an integral part of the educational process.

In July of 1966, the Vocational Office Education Clubs of America (VOECA) was formed. This parent group of the Office Education Association was formed by the states of Iowa, Kansas, and Wisconsin. VOECA called a meeting in August of 1966 for youth group representatives from all of the occupational areas to help decide what would be the most effective means to implement and develop the office occupations youth group. After intensive effort by a number of interested people, articles of incorporation were filed in Wisconsin for the Office Education Association.

The first three states to become affiliated were Iowa, Kansas, and Wisconsin. The Office Education Association (OEA) joined the family of vocational student organizations—FFA for agriculture, FHA for home economics and related occupations, DECA for distributive education, and SKILLS USA for trade and industrial education—as the newest vocational student organization.

A national office was established in Columbus, Ohio, in 1971 with a part-time executive director. A full-time executive director was employed in 1973.

In order to provide a means for students to maintain their involvement in OEA, the Alumni division was approved by the Board of Trustees in 1971.

The National Business Advisory Council (NBAC) was established to provide a liaison between business and industry and the Board of Trustees. The committee, comprised of representatives from various segments of the business world, communicates information about changes in office occupations.

The Classroom Educators Advisory Council (CEAC) was initiated to serve as a liaison between the organization's chapter advisors and the Board of Trustees. The council consists of one representative from each division of affiliated states.

The State Association Advisory Council (SAAC) was initiated to serve as a liaison between the

organization's state associations and the Board of Trustees. The council consists of one representative from each division of affiliated states.

In 1982, the Office Education Association purchased a building at 5454 Cleveland Avenue in Columbus, Ohio. Dedication ceremonies for the National Center were held on July 12, 1983.

In 1985, the Board of Trustees began a marketing study which included surveys, focus groups, research, and interviews. The result was a strategic long-range marketing plan. One strategy was to reform the national image of the organization. As a result of a three year study, it was proposed that the name of the organization be changed to Business Professionals of America, with a new logo, new emblem, and new colors. These changes were implemented on July 1, 1988.

The Organization



Today's students.
Tomorrow's business professionals.

Business Professionals of America was organized to operate at three levels—local, state, and national. It was set up in such a way that each level would be dependent upon the other so that the organization could grow and develop.

At the local level, each chapter elects its own officers and the teacher or teacher-coordinator serves as chapter advisor. All chapters within a state then comprise a state association, which is under the leadership of the appointed state advisor. Each state association holds its own state leadership conference where state officers are elected, seminars are conducted, career/technical competencies are demonstrated, and general business is transacted.

The national organization is comprised of state associations. Three divisions: Secondary, Post-secondary, and Alumni, have their own elected

national officers chosen annually by the membership of that division at the National Leadership Conference. The Middle Level Division has no national officers.

An Executive Director, appointed by the Board of Trustees, serves as the administrative officer of the national organization at its headquarters in Columbus, Ohio. The National Center provides services to state associations, local chapters, and individual members.

Business Professionals of America, Inc.

Business Professionals of America, Inc. is an incorporated, not-for-profit association formed for the purpose of creating, directing, and supervising the activities of the unincorporated national student and alumni organization called Business Professionals of America. A primary function of this

body is to elect a Board of Trustees. Corporate member allocation is based on paid memberships in each chartered division, as follows:

- Each chartered Secondary Division state shall have one member. One additional member shall be authorized for each 5,000 student members and another member for each 5,000 student members or major portion thereof.
- Each chartered Post-secondary Division state shall have one member. One additional member shall be authorized for each 1,000 student members and another member for each 1,000 student members or major portion thereof.
- The national Alumni Division shall have one member. One additional member shall be authorized for each 1,000 members and another member for each 1,000 members or major portion thereof.



Board of Trustees

The purpose of the Board of Trustees is to manage all affairs of Business Professionals of America. The Board of Trustees is elected by the Corporate Body. Board members are elected by classifications which are broken down as follows:

- 1 teacher/advisor/4-year post-secondary
- 1 teacher/advisor/2-year post-secondary
- 1 teacher/advisor/secondary
- 1 alumni representative
- 1 business representative
- 3 at-large members
- 3 state supervisors
- 1 state advisor/state supervisor
- 1 state advisor
- the elected national student presidents

Every sector of the organization is represented by the above classifications. In addition, the Executive Director of Business Professionals of America is an Ex-Officio member, as is the past board chairman.

Once elected to the Board, a member may serve no more than two consecutive three-year terms. The national student presidents' term on the Board expires when their term of office is over. At-large members must be employed in a position directly related to business education or Business Professionals of America.

The Board meets at least twice annually.

National Business Advisory Council

Business Professionals of America has established ties with business and industry through the National Business Advisory Council (NBAC), a body of representatives from different segments of the business world. The Alumni President also serves as a voting member. The chairman of the Board of Trustees and the Executive Director serve in an Ex-Officio capacity. Every major contributor or sponsor may appoint one representative to serve as a participating member. NBAC serves as a liaison between business and industry and the Board of Trustees. It contributes to the relevancy of Business Professionals of America, identifying and recommending ways in which business can become involved, participate in activities to obtain financial support, and assist in the promotion and advancement of the organization. NBAC members are approved by the Board of Trustees.

The National Business Advisory Council meets in the spring of each year at the National Leadership Conference.

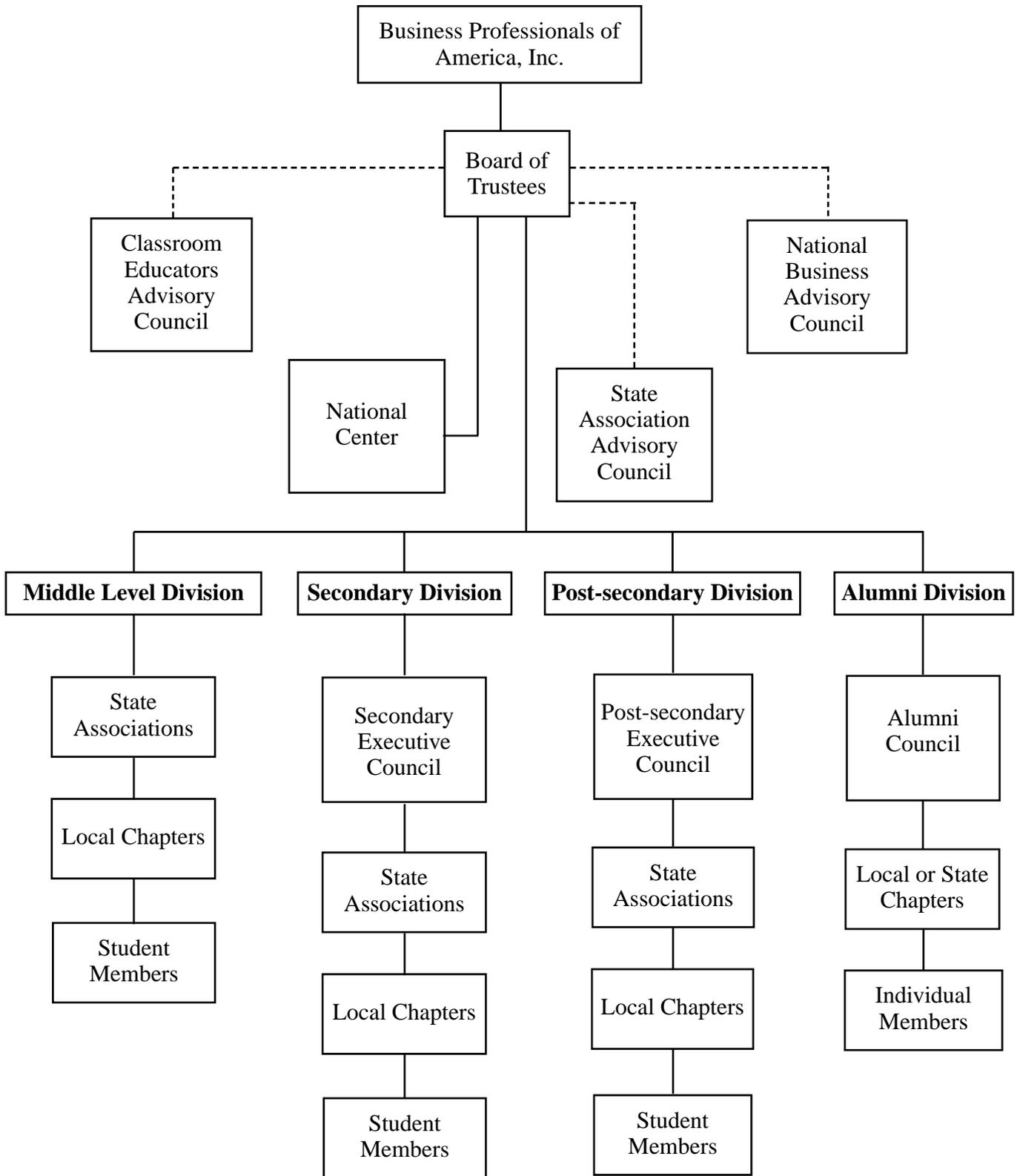
State Association Advisory Council

Business Professionals of America operates much of its business in cooperation with state associations. In 1985, the State Association Advisory Council (SAAC) was formed to provide a liaison between the various state associations and the Board of Trustees. Representatives to the council meet during the summer and make recommendations to the Board concerning competitive events, special programs, and policies and procedures. The council elects a chairman and secretary each year. Members are composed of representatives of the various state associations. For current SAAC membership, see www.bpanet.org/about/saac.aspx.

Classroom Educators Advisory Council

At the 1973 National Leadership Conference, concern was expressed for the input to the Board of Trustees from the local advisors. It was

Business Professionals of America



recommended that a local advisors' committee be formed. Local advisors were invited to a meeting to establish a means for them to inform the Board of Trustees of their interests in Business Professionals of America and the competitive events program.

The consensus at this meeting was that a council was needed to report directly to the Secondary and Post-secondary Division representatives on the Board of Trustees. The local advisors decided to request that their state supervisors send them to meet during the summer meeting of the Board of Trustees. Nine local advisors from nine states met in Minneapolis in 1973. At this meeting, operating policies were drawn up, presented, and approved to establish this committee, Classroom Educators Advisory Council (CEAC), as a permanent advisory committee to the National Board of Trustees.

CEAC was established to fulfill the following purposes:

- To serve as liaison between local advisors and the Board of Trustees
- To promote the objectives of the competitive events program as established by the Board of Trustees
- To develop and monitor effective contests by serving as a clearinghouse for suggested improvements and changes pertaining to contests and by ensuring that their state association is informed of currently adopted contest guidelines
- To promote enthusiasm and cooperation among local advisors.

The CEAC membership consists of one representative from the Secondary Division and one representative from the Post-secondary Division from each affiliated state. A representative appointed by the Board of Trustees serves on the council as an ex-officio member. CEAC members are appointed/elected by each individual state for a three-year term beginning at the conclusion of the NLC and can serve no more than two consecutive terms. If a CEAC member cannot fulfill a designated term, a replacement shall be provided by the respective state to fill the unexpired term. CEAC members elect a chairman and a chairman-elect. The chairman appoints a Recorder. These officers serve for a one-year term.

Two official meetings are held annually, one in conjunction with the summer meeting of the Board of Trustees and one during the National Leadership Conference. A meeting may be held at the ACTE convention if deemed necessary by the Board Executive Committee.

CEAC activities have included:

- Updating and revising the Workplace Skills Assessment Program *Guidelines* (contests)
- Reviewing the contests (adding and/or deleting)

- Auditing contests
- Developing and updating author, auditor, administrator, proctor, and judge guidelines
- Promoting the objectives of programs

The many hours given by CEAC members result in continued improvements to the organization at all levels.

Local advisors are encouraged to contact their respective CEAC representatives with ideas, suggestions, problems, etc. that will have an effect on the future of Business Professionals of America. For current CEAC membership, see www.bpanet.org/about/ceac.aspx.

Membership Provisions

Active members shall be students enrolled or previously enrolled in a business, career and technical, career and/or related education program as approved by that state. Membership in Business Professionals of America is a co-curricular activity that is an integral part of the educational program which is designed to develop leadership abilities, interest in the American business system, and competency in office occupations within the framework of career/technical education.

Membership is without regard to race, creed, gender, disability, age, sexual orientation, or national origin. Educational, professional, and civic activities are conducted. Learning by living their roles as leaders and followers, members develop a sense of leadership, responsibility, and professionalism.

Business Professionals of America is a voluntary association of state student groups supporting business education. Any existing or emerging student group which demonstrates how it will meet state career/technical education requirements may participate in the federation or "umbrella." The state may apply for membership in Business Professionals of America if the programs are under the supervision of that state.

Local chapters function as an integral part of the instructional program. Through its varied program of planned activities, members have an opportunity to develop as they serve as leaders and followers.

The Board of Trustees encourages regional and state conferences, sponsored on a self-supporting basis.

The Emblem

Business Professionals of America forbids the use of the emblem for any purpose except as part of official BPA ceremonies.

The four points of the shield stand for Ambition, Leadership, Sociability, and Poise.

Leadership **Sociability** **Poise**



Ambition

The shield itself stands for honor and dignity and the importance of business in America. The stripes represent education, citizenship, loyalty, patriotism, competency, and dependability. The bar represents the service provided by employees in business occupations. The quill and inkwell represent the stability of business occupations through the ages, and the torch represents worthy goals.

Business Professionals of America Pledge

We are met in a spirit of friendship and goodwill as we prepare for productive lives in business and office careers. We work together to develop professionalism and leadership through Business Professionals of America and pledge our loyalty to our nation.

Business Professionals of America Colors

The official colors of Business Professionals of America are navy blue, tan, and red. The navy blue signifies the success achieved through leadership and professionalism. Tan represents the bountiful fields of opportunity in America. The red symbolizes the friendship obtained through devotion and teamwork in our organization.

These three colors symbolize the opportunities for leadership and professionalism in our democratic free enterprise system. This forms a horizon of opportunity for the members of Business Professionals of America.

Wearing of the Official Jewelry and Apparel

The Business Professionals of America's official dress shall consist of:

1. The official Business Attire
2. The membership pin worn on the left lapel. (There should not be any other accessories on the left lapel.)
3. Items to be worn on the right lapel of the blazer shall include:
 - the highest officer pin
 - the highest earned torch pin
 - one earned merit scholar pin
 - name badge

Coordinating with the official blazer, men should wear dress slacks, dress shirt, and tie. Women should wear a dress or skirt with coordinated blouse and/or sweater. All coordinates with the blazer should be in navy, tan, red, gray, white, ivory, or black.

The official dress of the organization is professional and is in keeping with the conservative nature of business attire.

Business Professionals of America Week

Business Professionals of America Week is the second full week of February. An annual week gives members the opportunity to highlight the purposes of the organization and the contributions being made by members to their school, community, state, and nation. This is also Career/Technical Education Week. It is an opportunity to:

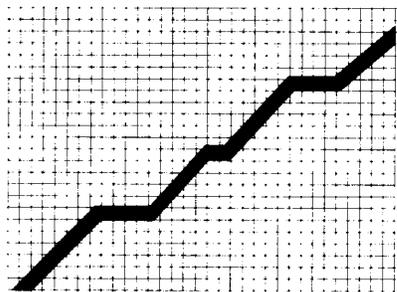
- Interest the community in business and office education.
- Attract students to career/technical training early in their high school careers.
- Involve parents and community leaders in the activities of business students.
- Emphasize aspects of the Business Professionals of America program, such as the national service project, civic projects, and free enterprise by tying them into the week's activities.
- Create among members a sense of unity and purpose as they work together to carry out special Business Professionals of America Week programs and activities.

Financing

National membership dues are established by the Board of Trustees. State associations and local chapters set their own dues. Other financing is planned through securing donations and miscellaneous items.

Membership Dues

Local chapters submit individual membership dues directly to the National Center. Membership renewals received by November 1 will be maintained on the computer system and will



continue to receive mailings from the National Center.

Memberships received by February 15 shall entitle members to attend the National Leadership Conference and those members shall be eligible for NLC competition. Paid memberships received after February 15, if postmarked prior to February 15, and if mailed first class, shall qualify for the February 15 deadline.

Recognized Units and Their Proper Designation

A single charter is issued to a school and the unit is known officially as the “Business Professionals of America of (school or community).” If there is more than one chapter within a school, the chapter advisor and members should register online separately from the other chapter(s). A chapter is defined as a unit that has its own set of elected officers and functions separately from other chapters within the school. Only one set of advisor materials is sent per membership application; only one advisor name is carried on the computer listing per application.

The chartered state unit is known officially as the “Business Professionals of America State Association.” The chartered state associations constitute Business Professionals of America, Inc.

Business Professionals of America Regions

State associations of Business Professionals of America are divided into two regions. States east of the Mississippi River are in the *Eastern Region* and states west of the Mississippi River are in the *Western Region*.

Business Professionals of America Mission Statement

The mission of Business Professionals of America is to contribute to the preparation of a world-class workforce through the advancement of leadership, citizenship, academic, and technological skills.

Business Professionals of America Vision Statements

Business Professionals of America will be a cohesive agent in the world-wide networking of education, business, and industry.

Business Professionals of America will be the leading student organization in preparing a world-class workforce.

Business Professionals of America will set a standard of excellence for career/technical student organizations.

Goals

The Secretary’s Commission on Achieving Necessary Skills (SCANS) has been adopted as strategic direction for: a certification program, competitive events, leadership, direction for interaction with business, career/job preparation, and workplace competencies.

Who Can Belong

Business Professionals of America is composed of secondary, post-secondary, and middle school students enrolled in initial, refresher, or upgrading business, career and technical, and career or related education programs. Classes of membership are recognized as the following:

Active Membership - Individuals enrolled in initial, refresher, or upgrading business, career and technical, and career or related education programs.

Alumni Membership - Former active members who are no longer enrolled as students in school programs. Local alumni chapter charters may be issued by any chartered state association or directly by the national organization, if a state does not wish to issue them. Alumni members may hold office in the Alumni Division and will pay dues as established by the Board of Trustees.

Professional Membership - Persons associated with or participating in the professional development of Business Professionals of America as approved by the state association. Such members shall include the chapter advisors, teacher-educators and supervisors, cooperative employers, advisory council members, and lay persons associated with and contributing to the improvement and development of the organization and business and office education. They are not eligible to hold office or serve as a voting delegate for local, regional, state, or national officer elections. They are eligible for nomination to the Board of Trustees and participation in corporate voting. Professional members will pay dues as established by the Board of Trustees.

Representing or Interpreting Business Professionals of America

Any individual, other than members of the Board of Trustees, who is asked to represent Business Professionals of America or a national committee or national program or to describe the national organization for publication for wide distribution outside his or her own state, must clear the appearance with the National Center.

No one is permitted to give a testimonial of approval of any product, program, or platform of other groups on the strength of his or her position in the national organization of Business Professionals of America.

Business Professionals of America Purposes

Develop student leadership. By participation, planning, serving as officers, conducting meetings, and cooperating with fellow students, coordinators, and teachers, students can develop their leadership qualities.

Improve poise, sociability, attitude, and tact. Members of this organization improve their social graces by taking an active role in office, classroom, and social activities. Many of the students enrolled in these programs have not previously had the opportunity to participate in an organization. Business Professionals of America gives them the opportunity to acquire a sense of belonging for the first time.

Develop career/technical competence in business/office occupations. Career/technical competence means being qualified to enter the world of work with a job skill and a certain amount of confidence in one's ability to perform that job. Students in Business Professionals of America are expected to be able to perform at least one job competently and effectively. Of course, their training is more comprehensive than this.

Promote better understanding at local, state, and national levels. Student participation and fellowship at all levels promotes better programs and provides these students with a knowledge of the people, programs, and activities that are being carried out elsewhere.

Promote student ambition for useful purposes. Students learn the value of their own personal ambition and derive satisfaction from helping others and from serving.

Learn to plan effectively. Everyone needs to know where he or she is and where he or she is going. Planning is essential to all successful activities.

Develop an enthusiasm for learning and for remaining knowledgeable in the office field. Today, graduating high school seniors can expect to change their major occupation many times. Therefore, enthusiasm for learning is absolutely essential. Students are made aware of our changing society and are taught the necessity of constantly updating their knowledge.

Develop confidence and a spirit of competition. People are competing during their entire lifetime. Contests create excitement, and stimulate and facilitate learning and advancement.

Learn to get along with others. Even though an individual may have skill and ability, he or she cannot get a job and keep it if unable to get along with fellow workers.

Develop loyalty through *esprit de corps*. Everyone needs pride in his or her organization if the organization is to be successful and of benefit to society.

Understand and promote business. Our "quiet" President, Calvin Coolidge, remarked, "The business of America is business." Our American capitalistic economy makes possible the highest standards of living in the world. Business Professionals of America students are proud to be a part of this great business world and to be able to help promote it.

Benefits of Business Professionals of America

To the student - Business Professionals of America benefits member students through participation, socialization, leadership, education, competition, reward, cooperation, understanding, spirit of belonging, confidence, competence, and recognition. All of these benefits help to ensure a better student and a more competent, well-adjusted worker of the future.

To the school - Business Professionals of America provides a great asset through its promotion of a better school and a more closely knit operation, with harmonious relations for all. This is accomplished by offering an additional teaching tool, generating enthusiasm, stimulating increased ethical behavior and pride in personal dress, improving social climate, improving school-community relations, improving school-parent relations, and improving school-student relations.

To the community - A good student organization can have a beneficial effect on the growth and development of communities by involving students in civic activities, supplying greater numbers of trained employees, promoting organizational activities within the community, improving rapport

between the school and lay people, generating satisfaction by expanding cooperative energies, and involving the student in planning and participating in civic developments.

Financial Structure

National annual membership dues, as established by the Board of Trustees, support Business Professionals of America, which is an incorporated, not-for-profit organization. State association and local chapter dues are set by the state and local groups.



The membership dues are an excellent “buy” in today’s economy. Paying dues keeps a national network of Business Professionals of America opportunities at work for members.

Dues also help support the National Center, staff, and services, as well as the Business Professionals of America national officers.

Programs and related expenses support the organization’s effort to provide opportunities for member involvement in areas such as competitive events, economic awareness, Special Olympics, Special Recognition Programs, the Torch Awards Program, and the National Leadership Conference.

A portion of each member’s dues is used to support the national officer team. This includes two leadership training sessions and travel costs throughout the year for the national officers as they represent Business Professionals of America and attend state conferences.

Administrative and service expenses figured into the budget include the cost of employing the national staff, their travel, and expenses involved in carrying out the day-to-day membership services through the National Center.

Why Join Business Professionals of America?

- Business Professionals of America makes national organizations aware of business and office occupations as an important field of study for careers in office occupations.
- Business Professionals of America promotes prestige and recognition of chapters all over the nation, and is recognized by leaders in education and business as being an integral part of the total instructional program.
- Business Professionals of America encourages individual and group initiative and competition, thus helping to develop future leaders for business and office occupations.
- Business Professionals of America has the potential of becoming one of the largest student movements in our nation’s history.
- Business Professionals of America provides each individual member with opportunities to become aware of America’s system of free enterprise.
- Business Professionals of America is **your** professional organization. Materials are available to all members, chapters, and state associations.
- Business Professionals of America chapters and state associations have an opportunity for national recognition via the National Leadership Conference and other member service activities.

- Business Professionals of America is a national career/technical student organization operating through public schools attempting to build status for careers in business and office occupations.
- Business Professionals of America desires and needs the support of every chapter and state association if its efforts to serve business and office occupations are to be successful.
- Business Professionals of America is a national career/technical organization designed exclusively for business and/or office education students.

Guidelines for State Affiliation

Procedures for state affiliation apply to each division of Business Professionals of America.

Procedures in Applying for Charter Association

Step 1 – Letter of Intent. A letter from the chief state supervisor declaring intent to affiliate and the date that the state expects to file application must be sent to the Executive Director. In the case of the independent chapters, a letter submitted by the teacher/advisor is required. In all cases, coordination of the divisions should be through the State Department of Education.

Step 2 – Application for Association. Application for a charter must be filed with the Executive Director no later than thirty (30) days prior to the National Leadership Conference or March 25, whichever comes first.

The application consists of the following:

1. A letter from the state supervisor, or teacher/advisor, or state Alumni advisor, requesting the issuance of a charter for the (name of state, independent chapter, or Alumni chapter) Association of Business Professionals of America.
2. A copy of the Constitution and Bylaws.
3. A list of local chapters from schools willing to back the application. This list should give the chapter name, address, teacher/advisor's name, and number of members. A membership application form is available for listing members and submitting dues. A remittance to cover dues as set by the national and state constitutions is required.

4. A list of the current state officers or, in the case of independent chapters and Alumni, local chapter officers is necessary. For a new organization having no officers, or for a state having no officers or for a state having one or more student organizations and in the process of a merger, this list should include the names of persons serving on an interim organizational committee until one slate of officers is elected.
5. A remittance of the charter fee as established by the Board of Trustees. You may call the National Center, 1-800-334-2007, to find out the amount of the charter fee.

Step 3 – Approval and Granting of Charter. The Executive Director will take action on the application for affiliation within thirty (30) days after receiving total application, or by April 15, whichever comes first, and will notify the state chapter immediately thereafter.

Constitutional Requirements and Exception

The constitution of the individual state or local chapter is expected to conform to requirements set in the national constitution for Business Professionals of America of that division.

The Board of Trustees has recognized the necessity for an adjustment so that certain states can fall within the framework of the membership requirement that says, "Active members shall be students enrolled in ... business and/or office education programs as approved by that state."

State Officers

It is evident that the success of a state association's program will depend, to a large extent, upon the strength of its student officers. An intelligent selection of officers can be made only if the qualifications of the candidates are carefully examined. An accepted practice in many states, therefore, is for a screening or nominating committee to receive nominations from local chapters. More and more state associations are using guidelines similar to those used by the national organization.

In order to make the work of the screening or nominating committee truly effective, the local chapters should consider officer qualifications such as the following when making nominations: must be an active local, state, and national member; must have a thorough knowledge of parliamentary procedure and be poised enough to conduct a meeting; should be able to express opinions and make decisions; should be able to meet people easily and have an outgoing personality; should be available for state and national meetings; and should have a true desire to serve Business Professionals of America.

The recommended officers and their duties are:

President. It shall be the duty of the President to preside at all meetings; to preside over the Executive Council meetings; to make all necessary committee appointments, including the designation of committee chairmen; to develop with his or her Executive Council a program of work for the term of office; and to be available, as necessary, to promote the general welfare of Business Professionals of America.

Vice President. It shall be the duty of the Vice President to serve in any capacity as directed by the

President; to coordinate the Torch Awards Program; to serve as chairman of the student government committee; to accept the responsibilities of the President as occasions may demand; and to be available, as necessary, to promote the general welfare of Business Professionals of America.

Secretary. It shall be the duty of the Secretary to serve in any capacity as directed by the President; to record the proceedings of all business and Executive Council meetings; to accumulate the minutes and/or proceedings of all committee meetings; and to be available, as necessary, to promote the general welfare of Business Professionals of America.

Treasurer. It shall be the duty of the Treasurer to serve in any capacity as directed by the President; to present any financial and membership reports necessary; and to be available, as necessary, to promote the general welfare of Business Professionals of America.

Historian. It shall be the duty of the Historian to work closely with the President and state association advisor to encourage maximum publicity by all chapters. The Historian will maintain a file of all published releases and prepare materials for use during conferences. The Historian will keep the National Center informed of the activities of the state associations and to be available, as necessary to promote the general welfare of Business Professionals of America.

Parliamentarian. It shall be the duty of the Parliamentarian to serve in any capacity as directed by the President and to be available, as necessary, to promote the general welfare of Business Professionals of America.

Career/Technical Student Organizations

Business Professionals of America is one of ten career/technical student organizations. These groups, which operate through career/technical education programs in schools are:



Today's students.
Tomorrow's business professionals.

Business Professionals of America. The national organization for students enrolled in business education at the secondary, post-secondary

and middle school levels. Founded in 1966 under the name of Office Education Association. 5454 Cleveland Avenue, Columbus, OH 43231-4021.



DECA, Inc. The national organization for students taking marketing, merchandising, and management courses in secondary and post-secondary schools. Founded in 1946. 1908 Association Drive, Reston, VA 20191.



Future Business Leaders of America–Phi Beta Lambda (FBLA-PBL). The national organization serving students preparing for careers in business through secondary (FBLA) and post-secondary (PBL) schools. Founded in 1942, PBL in 1958. 1912 Association Drive, Reston, VA 20191-1591.



The FFA Organization (FFA). The national organization of students preparing for careers in agri-business, natural resources and environmental science, horticulture, and forestry. Founded in 1928. 6060 FFA Drive, Indianapolis, IN 46268.



Family, Career and Community Leaders of America (FCCLA). The national organization for students who are taking or have taken home economic classes through grade 12. Founded in 1945. 1910 Association Drive, Reston, VA 20191.



Health Occupations Students of America (HOSA). The national organization for secondary and post-secondary students enrolled in health occupations education. Founded in 1976. 6021 Morriss Road # 111, Flower Mound, TX 75028.



National Post-secondary Agricultural Student Organization (PAS). The national organization for post-secondary students preparing for entry into the agriculture, agri-business, and natural resources industries. Founded in 1980. PO Box 221897, Sacramento, CA 95822.



Technology Student Association (TSA). The national organization for elementary, junior, and senior high school students who are presently enrolled or who have completed a technology education course. Founded in 1978. 1914 Association Drive, Reston, VA 20191.



Vocational Industrial Clubs of America (SKILLS USA). The national organization for trade and industry students in secondary and post-secondary schools. Founded in 1965. PO Box 3000, Leesburg, VA 20177.



National Young Farmers Educational Association. The national organization for adult students enrolled in agricultural career/technical education. Founded in 1982. PO Box 20326, Montgomery, AL 36120.

Ceremonies



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The official ceremonies of Business Professionals of America are a source of pride and identity, a common bond among members and chapters, and a constant reminder of the traditions and purposes of the organization. A ceremony is more than repeating memorized words; a ceremony says and is something special to those who participate in it.

Appropriate ceremonies can greatly contribute to a chapter by unifying it, lending a sense of privilege, importance, and permanency to membership, and keeping the basic ideals and purposes of the chapter continually before all the members.

The following suggestions may be useful in adapting ceremonies to fit various chapter occasions.

1. Avoid making the ceremony religious or sentimental in character.
2. Keep a ceremony simple and short—no long speeches.
3. Be sure the setting is appropriate and as beautiful as possible. Flowers, screens, curtains, greens, etc., help to achieve the proper background.
4. Musical background adds a good deal but be sure that the music is appropriate and well played. If you sing, be sure everyone knows the words and music. Nothing detracts more from the dignity of an occasion than poor music.
5. Be sure each participant knows exactly what he or she is to do and say. It is a good idea to have the major participants practice their roles before the ceremony is presented.
6. Decide what will be worn by both the participants and the other chapter members. Uniformity is not necessary, but there should be harmony in the style of clothing.
7. Limit the number of ceremonies to one or two a year so that the event will not lose its importance through becoming too commonplace.
8. If possible, invite parents, faculty, or other special guests to attend the ceremonies.

Opening a Meeting

The opening ceremony sets the stage for a chapter meeting. The ceremony, done in a proper and professional manner, will demonstrate to the members a well-planned and organized meeting. This, in itself, will make meetings more orderly and effective.

Equipment and Supplies

American flag
Gavel
Table (if desired)
Officer chairs (if desired)

Suggested Procedure

Officers should be seated at the head table or should stand to one side of the lectern.



The Opening Ceremony

President

(Stands and raps the gavel for attention.) The meeting will come to order. We are now holding a meeting of the (chapter name, state association name) of Business Professionals of America. Mr./Madam Vice President, what are the major purposes of our professional organization?

Vice President

We recognize the importance and understand the contributions that have been made to our country by business professionals. We are preparing to take our place in these challenging positions. We work together in Business Professionals of America to

develop essential competencies in leadership, scholarship, character, and citizenship so that we may share in the improvement of our economy and the advancement of our nation.

President

May we accomplish these objectives. Mr./Madam Vice President, will you please present the other officers?

Vice President

With pleasure, I introduce:
(Introduce in order the President, Historian, Secretary, Treasurer, Parliamentarian, and Vice Presidents. Pronounce the name of each individual and the office held. As each officer is introduced, he or she should stand and remain standing until seated by the President.)

Mr./Madam President, the officers are at their stations.

President

Will the members and friends please rise and join me in reciting the Pledge of Allegiance to the Flag?
(Raps the gavel three times to call the members and guests to stand. The audience should rise on the third rap of the gavel. All members face the flag with their hands over their hearts to repeat the Pledge of Allegiance to the Flag.)

Everyone

I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all.

President

Fellow members and guests, join me in stating why we are here.

Everyone

We are met in a spirit of friendship and goodwill as we prepare for productive lives in business and office careers. We work together to develop professionalism and leadership through Business Professionals of America and pledge our loyalty to our nation.

President

Please be seated.

Closing a Meeting

The closing ceremony, when properly presented, will bring a dignified closing to a session or meeting. It is an indication to the members or guests present that all business has been transacted. This is the appropriate time to serve refreshments.

Equipment and Supplies

Gavel

The Closing Ceremony

President

Mr./Madam Secretary, do you know of any further business which should be transacted at this time?

Secretary

(Rises, replies, and sits down.) I have none, Mr./Madam President.

President

We are about to adjourn this meeting of the (chapter name, state association name) of Business Professionals of America. As we associate together, let us be supportive of each other as we strive to attain the goals of this organization. *(Pause)* If there is no further business and no objection, the meeting will be adjourned. *(Pause)* I now declare this meeting adjourned. *(Rap gavel once.)*



Building the Emblem

An emblem is a device or symbol adopted and used as an identifying mark—a picture representing an idea. The emblem is used as a ceremonial item within the organization and not in place of the name or logo. The Business Professionals of America emblem, which is worn as an officer pin or blazer patch, is composed of significant parts. Each helps reflect the purposes of our organization

Equipment and Supplies

The Business Professionals of America ceremonial emblem

Easel

Lectern (if desired)

Officer chairs (if desired)

Table (if desired)

Suggested Procedure

After the introduction of the President, the officers will build the emblem. Each officer participating will walk to the shield, place the portion of the emblem on the shield, turn and speak the part, then return to the original sitting or standing position. Each officer should be seated or in the standing position before the next officer begins.

The Emblem Building Ceremony

President

Business Professionals of America has an attractive emblem composed of significant parts which represent the aims and objectives of our organization. Will the officers please assist me in building our emblem?

Vice President

Our emblem signifies honor, dignity, and the importance of business in America.

Treasurer

The stripes represent education, citizenship, loyalty, patriotism, competency, and dependability—essential characteristics of every successful business professional.

Historian

The bar represents the service provided by those engaged in business occupations, to themselves, to their employers, and to their nation.

Secretary

The quill and inkwell represent those early leaders who developed American independence, our free enterprise system, our democratic system of government, and our codes of social behavior which have brought this nation to a position of world leadership. This portion of our emblem signifies leadership, scholarship, character, and courage.

Parliamentarian

The torch signifies the ambition of our members as they strive to achieve goals which bring recognition to themselves and to our national organization which is comprised of state associations and local chapters.

President

Honor and dignity, purposeful education, dependable service, professional development, leadership and good character, courage, and patriotism—these parts of the national emblem are symbolic of the goals and purposes of Business Professionals of America.

Initiation Ceremony for New Chapter Members

The ceremony will take about ten minutes, not including the short talk by the advisor. The length can be varied.

A social hour after this occasion is recommended as a time when the new members can be assured that they are accepted within the organization. The ceremony may be held at a time other than the usual meeting time.

Equipment and Supplies

Covered table

Business Professionals of America emblem and flag

Candles

Pins, emblems, roses, or ribbons to present to new members

Business Professionals of America banner

Background music

Special lighting

Refreshments

Roster sheet for initiates to sign

Gavel

Suggested Procedure

The President, Vice President, and Secretary are standing behind a long table on which there are several candles to light. Chapter pins, ribbons, or other insignia are arranged attractively on the table. There is also a sheet of paper bearing a heading similar to "The following members were formally initiated on September (date), (year), in the auditorium." Members of the organization are seated at the front. After the group has assembled, a guide will bring in the initiates who remain standing facing the President. Appropriate background music is played softly at the beginning and end of the ceremony and during the time when initiates are receiving their pins. *(It is appropriate to have the lights dimmed for this ceremony.)*

The Initiation Ceremony

Guide

Mr./Ms. President, I present these initiates who desire to become members of Business Professionals of America. They have met the requirements of membership as established in our constitution.

President

(To the initiates) I accept you as candidates for membership in Business Professionals of America. The purpose of our organization is to create an interest in, and an understanding of, the business world, to encourage each member to develop himself or herself to a higher level of leadership, personality, service, and professionalism, and to participate in a worthwhile understanding for the improvement of the college or school, of the community, and of business life. Do you understand and will you support this purpose? Please answer, "I do."

Initiates

I do.

President

Will the members please rise? This time of accepting new members into our organization is a time for existing members to renew their faith in Business Professionals of America and the ideals for which this organization stands. Let us recite the membership oath together.

Everyone

(To be recited in unison or repeated in phrases after the President.) I, _____ believe in the purposes of Business Professionals of America and the ideals of business competency, service, and leadership for which it stands. I realize that my responsibilities as a member require me to cooperate to the fullest extent with the goals of the chapter. I will seek to grow in personality, professionalism, and character, through my associations with other members. I do solemnly promise to uphold the aims and responsibilities of Business Professionals of America as an active member. *(Old members are seated.)*

President

Will the candidates please come forward and sign their names on the chapter register?

(The initiates are started by the guide to file past the long table where the Secretary, Vice President, and President are standing. The candidate goes first to the Secretary who oversees the signing of the roll. Then the President presents the pins [or flowers, or even a handshake] and gives individual congratulations. The Vice President assists in the duty by handing the pins [already opened] to the President. At the conclusion of this part of the service, the candidates have filed back to their original positions.)

It is with great pleasure that I declare you members of Business Professionals of America.

Will the members and friends please rise and join me in stating why we are here? *(Rap three times with the gavel. The audience should rise on the third rap of the gavel.)*

Everyone

We are met in a spirit of friendship and goodwill as we prepare for productive lives in business and office careers. We work together to develop professionalism and leadership through Business Professionals of America and pledge our loyalty to our nation.

(Lights are turned on and music indicates a change of mood.)

Following the Ceremony

Immediately following the initiation the president might introduce the advisor who could make a short inspiring talk. The president may announce that refreshments are being served and tell where. As the meeting disperses, it is pleasant to have the current members make a point of welcoming the initiates and see to it that they are taken in immediately. It does not speak well for chapter harmony to have new members huddle together

while the current members go off into their former cliques.

This whole ceremony will take about ten minutes, not including the short talk by the advisor. The length can be varied. It must be long enough to be impressive, but not long enough to make the group restless.

A social hour after this occasion is recommended as a time when the new members can definitely be assured that they are welcome additions to the group. Refreshments, properly served, may add to the dignity and importance of the meeting as does dressing up and holding the ceremony at a time other than the usual meeting time.

Installation of Officers

The following are the oaths of office which are read by the outgoing officer and repeated by the incoming officer. They are suitable for local, state, or national officer installations.

President

Mr./Ms. President-elect, you have been selected by your fellow members to be the leader of our organization for the coming year. Your past record of accomplishment has marked you as possessing those qualities of leadership which all future business professionals should possess. You now become responsible for leading our association in all its worthy undertakings. May you work intelligently and seriously to carry out the responsibilities of your office.

If you agree to assume these responsibilities, will you repeat after me: I, _____ (your name) _____, do hereby state that I will fulfill my responsibilities as President of Business Professionals of America.

Vice President

Mr./Ms. Vice President-elect, you have shown your leadership ability by being elected to this position. You are to assist the President at all times in directing the work of our organization, preside over meetings in his or her absence, and help to keep all committees working efficiently.

If you agree to assume these responsibilities, will you repeat after me: I, _____ (your name) _____, do hereby state that I will fulfill my responsibilities as Vice President of Business Professionals of America.

Secretary

Mr./Ms. Secretary-elect, you have been chosen by your fellow members to keep accurate minutes of all meetings, carry on all correspondence of our organization, and preside over meetings in the absence of both President and Vice President, or until a temporary chairman has been chosen. You must be responsible for association reports. The

Secretary has custody of the constitution, by-laws, and other reports of the association. You will keep an accurate list of members and furnish membership cards. You should provide the President with a statement of all business to be transacted at each meeting along with a list of all committees.

If you agree to assume these responsibilities, will you repeat after me: I, _____ (your name) _____, do hereby state that I will fulfill my responsibilities as Secretary of Business Professionals of America.

Treasurer

Mr./Ms. Treasurer-elect, being elected to this office means our organization has placed high honor and trust upon you. Your duties require you to keep accurate records of all receipts and disbursements and be ready at all times to give a report of the financial condition of our association.

If you agree to assume these responsibilities, will you repeat after me: I, _____ (your name) _____, do hereby state that I will fulfill my responsibilities as Treasurer of Business Professionals of America.

Parliamentarian

Mr./Ms. Parliamentarian-elect, your duty will be to ensure that this organization is run according to good parliamentary procedure. You will assist the organization by providing guidance and information on parliamentary procedure in conducting meetings. You will also supervise the election of officers.

If you agree to assume these responsibilities, will you repeat after me: I, _____ (your name) _____, do hereby state that I will fulfill my responsibilities as Parliamentarian of Business Professionals of America.

Historian

Mr./Ms. Historian-elect, your duty is to strive to supply public information. This can be accomplished in part by gathering and submitting all interesting news. All outstanding news should be reported to you by the members. You will assist the Secretary in making association reports by keeping a yearbook of pictures and articles published concerning the association and its members, and help in compiling our organization's history.

If you agree to assume these responsibilities, will you repeat after me: I, _____ (your name) _____, do hereby state that I will fulfill my responsibilities as Historian of Business Professionals of America.

Region Vice Presidents

Mr./Ms. _____ Region Vice President-elect, you have shown your leadership ability by being elected to this station. It will be your responsibility to preside over all _____ regional meetings and

work within your region to promote the high ideals of our national association.

If you agree to assume these responsibilities, will you repeat after me: I, _____ (your name) _____, do hereby state that I will fulfill my responsibilities as _____ Region Vice President of Business Professionals of America.

The Torch Ceremony

The Torch Ceremony is presented at the annual National Leadership Conference. It is also suitable for state associations and local chapters.

Cast

Main Torchbearer
Torches of Business Professionals of America
Hope
Faith
Love
Cooperation
Knowledge
Service
Leadership
Friendship
Patriotism

Equipment and Supplies

One large candle or flashlight for the Main Torchbearer
A medium-sized candle or flashlight for each of the torches
Robes or other appropriate attire for the cast
Notebooks for the cast to carry with their scripts
Recording of "This Is My Country"

Suggested Procedure

The station for the Main Torchbearer should be located at the back center of the stage. A low desk or candle holder should be in front of the Main Torchbearer. Room should be provided for the torches to stand in a semi-circle behind the Main Torchbearer. The lights in the room should be dimmed as far as possible during the entire ceremony. A spotlight on the Main Torchbearer and each torch is effective as they take their places; it should be focused on the person speaking.

Use a recording of "This Is My Country" (or have piano accompaniment) as background music while the participants enter. If arrangements permit, half should enter from the left and half from the right side of the stage. After the Main Torchbearer has reached his or her station, the torches take their places, carrying an unlit torch in their right hand. The Main Torchbearer steps forward, taking his or her place beside the large candle.

The Torch Ceremony is the organization's most solemn ceremony. The audience should remain seated and no flash pictures should be taken until the conclusion of the ceremony.

The Torch Ceremony

Main Torchbearer

We have had the rare privilege of sharing in an organization which is designed to promote professionalism and leadership in our career development and personal growth.

We are thankful for the progress we have made through Business Professionals of America and the many new friendships we have developed. Through participation and diligent work, we now have a better understanding of the ideals and objectives of our organization.

May we learn to know ourselves, strive to build lives of service for others, and recognize the opportunity to share Business Professionals of America with students in business professions throughout the United States. With pride, I light the torch of Business Professionals of America and call upon my associates to tell you more about the high ideals for which our organization stands.

(Representatives come forward one at a time and stand by the Main Torchbearer. As each lights the torch from that of the Main Torchbearer, the oral presentation is given.)

Hope

I light this torch as an expression of our earnest hope for the continued success of our organization and for the success and happiness of our membership. Hope, shining through the centuries, dispels darkness, and through honest efforts, hope comes for a better life. This torch shines for hope.

Faith

I light this torch signifying a deep faith in our creator and in our fellow members. This light represents faith in the future of our nation, our profession, and our success. Action, inspired through faith, creates progress. Our firm faith inspires our efforts to attain the ideals of Business Professionals of America in our personal and business lives. This torch shines for faith.

Love

I light this torch as an implement of love. Love is reverence, family affection, community fellowship, peace of mind, and goodwill among nations. The giving of love will fulfill the needs of others as it will give us a feeling of satisfaction. This torch shines for love.

Cooperation

I light this torch to commemorate the privilege and

dignity of serving Business Professionals of America. Through teamwork in planning and building our organization, we seek to better not only ourselves as individuals, but also our association. It is our cooperation that sustains our ideals as one. This torch shines for cooperation.

Knowledge

I light this torch as a symbol of the qualities of intelligence and ability of all members of Business Professionals of America as they work with dignity in their profession. Let us strive to recognize our capabilities and develop ourselves as fully as possible so that we may share in a better tomorrow. This torch shines for knowledge.

Service

I light this torch in recognition of the service of our members in the field of business professionals. As an active national student organization, we recognize our potential influence and responsibility to our nation. May our concern for others inspire us to live lives of service. This torch shines for service.

Leadership

I light this torch as a symbol of leadership today and as a promise of continuing leadership in the years ahead. A leader is like a light held high that brightens the way not only for oneself, but also for others. Let us each pledge that in all our personal, social, and business relationships, we will demonstrate the qualities of true leadership and professionalism. This torch shines for leadership.

Friendship

I light this torch to illustrate the flame of friendship in our hearts. As we light each successive torch, the glow of friendship brightens our world and the world of those we touch. Light gives life and power to our earth and all its people. We are grateful for friends in Business Professionals of America who have helped us become true friends. This torch shines for friendship.

Patriotism

I light this torch to illustrate the patriotism of Business Professionals of America membership for our nation and its inherent freedoms. Ours is a rich heritage—one of proud, honest people interested in the welfare of all nations. Through Business Professionals of America we recognize our obligation to our country and accept the responsibility of dependable citizenship. This torch shines for patriotism.

Main Torchbearer

As the light of the torches pass from one ideal to another, so may we pass the ideals of Business Professionals of America to those who follow us. Let us strive to keep that which is good in our American way of life, and with God's help and guidance, move forward in our dedicated service to all people.

Let us adjourn with pride and appreciation and live with a firm resolve to build an organization that will be a credit to its founders and membership. Let us depart in a spirit of the torches of Business Professionals of America.

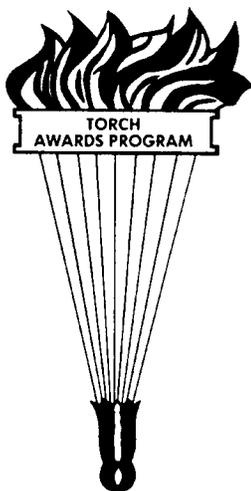
Recessional

“This Is My Country” should be played as participants leave the stage.

Torch Awards Program Ceremony

The Torch Awards Program Ceremony is suitable for presentation at a meeting or conference as suggested here:

- Local Award – *Executive Award* – local chapter meeting or banquet.
- Regional Award – *Diplomat Award* – regional meeting, conference, or regional banquet. (In states not operating at a regional level, the Diplomat Award may be presented at the state conference or at the local level when necessary.)



- State Award – *Statesman Award* – at the Spring State Conference.
- National Award – *Ambassador Award* – at the National Leadership Conference.

Cast

Vice President
President
Honored Recipients

Recipients of the award should be notified in advance of their eligibility status and should be informed as to the time, place, and method of presentation. When large assemblies are present for the award, the recipients should be seated in an honors section of the assembly, in close proximity to the stage.

Equipment and Supplies

Certificates for each level of achievement are available from the National Center and should be signed and framed prior to presentation. The “Torch Award” pins are available from the National Center and may be purchased directly.

Procedure

The President and Vice President proceed to the podium. The Vice President, who has been involved in approving the recipient for the award, speaks. The President presents the award.

The Torch Awards Ceremony

Vice President

Business Professionals of America’s Torch Award Program has been developed to be symbolic of the goals and ideals of Business Professionals of America. The light of each of the nine torches illuminates the path as each member strives to attain the goals of our organization. (pause)

It gives me great pleasure now to announce the recipients of the award. Please come forward as I call your name and receive your award.

(As the Vice President reads each name, the recipient comes forward, shakes the hand of the President who presents the certificate and / or pin. When several recipients are honored, they receive their award and exit off stage and remain standing in the audience until all have been honored. When only a few recipients are honored, they remain on stage and exit only after all recipients have been honored.)

Vice President

The objective of the Torch Awards Program, as demonstrated by the recipients of the _____ award, is to provide the member an opportunity to develop a better understanding of responsibilities to God, to country, and to fellow man. It is designed as a means for personal development and recognition. The persons honored here today have met the standards of the Business Professionals of America Torch Awards Program and have therefore earned the honor of wearing the _____ pin.

Honored recipients, may you wear the _____ pin proudly as an example of the worthy goals and ideals of Business Professionals of America which you have demonstrated through your participation in the Torch Awards Program.

Closing

(It is appropriate for the President to close the ceremony with concluding remarks and ask that those persons assembled recognize the honored recipients with their applause.)

A Big Value for Members

Business Professionals of America members must pay annual membership dues. Business Professionals of America relies on the income from dues to provide member services. Income derived from national dues represents approximately sixty percent (60%) of the operating income of the national organization.

National annual membership dues are established by the Board of Trustees. Two of the most common questions asked are, “What do national dues pay for?” and “What does a person get for the dues?” The return on the investment in membership dues is great in not only tangible items but also in opportunities for personal and leadership growth.

Let’s look at the tangible benefits received from national membership dues. Each member receives a membership card, and annual membership pin. Eight issues of the member magazine, *The Wire* are published online each year. Four issues of the *Local Advisor’s Bulletin* newsletter are posted online, to keep each chapter and members informed about activities. The Workplace Skills Assessment Program *Guidelines* are available online at **www.bpa.org**. Chapter advisors and members can also benefit from other online services when they access the Business Professionals of America Web site at **www.bpa.org**.

Besides the national publications, members are given access to the Workplace Skills Assessment Program at the national level. Members may attend the National Leadership Conference. Members also have access to the BPA Marketplace online, **www.bpamarketplace.org** for the purchase of quality chapter materials and emblematic materials. Another benefit chapter members receive is contacts with nationally-approved fund-raising companies. Chapter advisors have opportunities to nominate chapter members for national scholarships.

There are a host of opportunities for involvement in activities which can lead to improved abilities in the

areas of working with other people, public speaking, office skills, conducting and participating in business meetings, and self-confidence. Business Professionals of America provides a number of special recognition programs for both the individual members and the chapter, including the Torch Awards Program, the national service project—Special Olympics, and others.

Although approximately 25 percent of expenses are incurred by such activities as publications, printing, document reproduction, and Web site design and maintenance, dues help in several other areas, such as national officer training and expenses; program development and implementation; expenses for support groups such as the Board of Trustees, Classroom Educators Advisory Council, State Association Advisory Council; the National Business Advisory Council; salary, benefits, and travel for the national staff; and office overhead expenses such as building upkeep, telephone, postage, and supplies.

Each year the National Center publishes the magazine, plans and implements the National Leadership Conference, answers hundreds of written, telephone, and e-mail requests, and handles thousands of pieces of mail.

What does a member receive from dues? The *opportunity* to be a part of the organization, the *opportunity* to take advantage of member benefits, and the *opportunity* to compete for awards, recognition, elected office, or other honors. Membership also supports programs and activities which put students and educators in touch with business and management leaders, resulting in better training programs and increased student job opportunities. Membership makes a national supply service possible through volume sales which reduce costs and offer merchandise at a lower rate than is possible for individual states and chapters. Membership supports the National Center which works full time for the individual member.

Publications

The Wire, the official magazine of Business Professionals of America, is published eight times during the school year. The primary purpose of the *Wire* is to gather and publish worthwhile and inspirational information on BPA, co-curricular instructional material for classroom teachers, and student-interest subjects for members and chapters. Local chapters are encouraged to send in reports about their successful activities. Reports, articles,

and letters to the editor can be e-mailed to **jells@bpa.org**. Microsoft Word files may be attached to the e-mail messages.

The *Local Advisor’s Bulletin* is published four times a year Early Fall, Late Fall, Winter, and Spring. The newsletter is posted online at **www.bpa.org** It contains news and updates on the National Leadership Conference and other programs and services,

chapter “how-to” information, advisor recognition news, and news about business and business education trends and teacher resources.

Chapter Management Reference is the official reference book for chapters and members. It contains sections on Business Professionals of America’s history, traditions, and ceremonies; money management; developing a program of activities; services; and student leader development. The complete manual is available for purchase from the BPA Marketplace at www.bpamarketplace.org.

The *Special Recognition Awards Handbook* and the *Torch Awards Handbook* contains the guidelines, criteria, and application forms for the Special

Recognition and Torch Award programs. These handbooks will be revised only in the event of significant changes in the awards programs. They are posted online for download at www.bpanet.org/awards.

The *Workplace Skills Assessment Program Guidelines* contain the specifications for all national level contests and is published annually online at www.bpanet.org/events. A hard copy may be purchased through the BPA Marketplace at www.bpamarketplace.org.

BPA Marketplace—www.bpamarketplace.org/

The BPA Marketplace offers items to supplement classroom instruction and chapter activities. Items available for purchase include Official Attire, BPA Wear, Custom Chapter Apparel, Supplies and

Accessories, Chapter Resources, Recognition Products, Parliamentary Procedure Instructional Resources, and BPA Promotional Products.

Online Services

An ongoing effort to keep our services and programs on the cutting edge of technology is integral to the fulfillment of our mission. Therefore, the BPA Online Services commenced in October of 1995. The Web site address is: www.bpanet.org

Some of the information you can find includes:

About BPA

- General Information
- National Staff
- State Association/Advisors
- Governing/Advisory
- National Officers
- Contact Us

Membership

- Registration
- Divisions
- Chapter Start-Up
- Why Join BPA
- Non-Discrimination Policy

Competitive Events

- CE Download Center
- Deadlines
- FAQ

Conferences/Meetings

- Alumni Fall Meeting
- Winter National Officer Meeting
- National Leadership Conference (NLC)
- Summer National Officer Training
- BPA Summer Meeting

Business Partners

- Become an Exhibitor
- Advertising Opportunities
- Sponsorships
- Competitive Event Support
- National Business Advisory Council

For Advisors

- Tools & Resources
- Student Opportunities
- State Associations
- Publications
- Awards

For Students

- Scholarships
- Competitive Events
- Leadership
- Student Connection
- Get Involved
- Conferences
- News

For Alumni

- General Information
- Membership
- Resources
- Contacts

Support BPA

- Avenues of Support
- Donor Bill of Rights
- Donate Online

Awards

- Special Recognition Awards
- Torch Awards
- Non-Student Award Recipients
- Quality Chapter Distinction

Publications

- Local Advisor’s Bulletin*
- WSAP Guidelines*
- Chapter Handbook Directory Page
- Logo/Graphic Standards/Theme Art
- e-COMMUNIQUE*
- COMMUNIQUE* Guidelines
- Special Recognition Awards Handbook*
- Torch Awards Handbook*
- Conducting Ceremonies*
- Chapter Promotional Publications

Special Recognition Awards

The preparation for students' futures as business and office workers can encompass more than learning and on-the-job participation through involvement in a chapter. A chapter can be used as a teaching tool, a source of motivation for students, a vehicle for developing leadership skills and exposing members to programs which will enhance their personal development.

The national organization provides leadership in development of special programs designed to involve every member. Local chapters and individual members are invited and encouraged to participate in any or all of the special recognition award programs that will lead not only to recognition but also to personal, professional, and leadership development. Guidelines for participating in, and obtaining recognition for, involvement in the various programs available are provided in the *Special Recognition / Torch Awards Handbook*.

Guidelines should always be consulted before a chapter or an individual member begins activities leading to recognition. Recognition programs offered at the time this manual was printed include:

American Red Cross. This award encourages BPA chapters to provide volunteer services, to assist with disaster services, to provide health and safety community education, to participate in American Red Cross blood drives, and to raise and donate monetary support for the American Red Cross.

BPA Marketing and Public Relations. This award encourages chapters to engage in one or more activities designed to promote the local chapter and grow its membership.

Chapter Activities Award of Excellence. Any chapter which completes and documents the specified requirements is eligible for the special recognition award.

Community Action. Chapters which have activities involving community betterment, school improvement, and other civic minded activities are eligible for a special recognition award.

Entrepreneurship Exploration. Individual recognition is available for members completing and documenting required and selected activities.

Member Recruiter. Individuals completing required activities may receive this award.

Merit Scholar. Any student member or advisor attending the National Leadership Conference who receives a stated percentage on a general knowledge of Business Professionals of America objective test will receive the award.

National Center Capital Improvements Campaign. Local members, advisors, alumni, parents, employers (small business owners), former board members, current and former staff members, state associations, and corporations who contribute funds or in-kind gifts toward capital improvement at the National Center are eligible for this award.

Safety Awareness. Chapters participating in one or more safety activities are eligible to apply for a special recognition award.

Special Olympics. Chapters participating in activities for the national service project are eligible to apply for a special recognition award.

Torch Awards Program. This is an individual achievement program based on the Torch Ceremony; the nine symbolic torches are represented by seven activity divisions. Members strive for recognition at four levels—local, regional, state, and national—by accumulating a specified number of points in each activity division.

The Professional Cup Award. Any state association in the Secondary, Associate, or Post-secondary Division that has active participation in the Special Recognition Awards Program is eligible for this award.

Workplace Skills Assessment Program

Local advisors are often reluctant to involve their students in a competitive situation; they feel it is their job to instruct, not compete. Yet, competition is part of our society. When students apply for jobs, they are in competition and will be for the rest of their lives—in competition for jobs, advancements, and recognition.



Recognition is important to all of us and the same kind of recognition should be given for excellence in the skilled occupations as is given those who excel in sports, music, or academic areas. One of the major philosophies behind Business Professionals of America competitive activities is that individual students deserve recognition for demonstrating a high degree of competence in a particular area. Why shouldn't we recognize the "merit scholars" of business and office education?

The Board of Trustees has adopted the following philosophy:

The Workplace Skills Assessment Program is an integral part of the Business Professionals of America. This program has been developed to provide career/technical business and office students with the opportunity:

- to demonstrate occupational competencies
- to develop and demonstrate knowledge, skills, and attitudes
- to develop and demonstrate leadership and human relation skills
- to develop and demonstrate good competitive spirit
- to receive recognition

Contests have been included in Business Professionals of America's program of activities since the organization began. Business Professionals of America serves business and office career/technical programs; therefore, contests may be offered for any business program that is a part of the business curriculum in at least one-third of the affiliated states.

Contests are held at the regional, state, and national levels. They are divided into four categories—Financial Services, Administrative Support, Information Technology, and Management/Marketing/Human Resources.

Through a process of elimination, the top students in the country are declared national winners, providing a climax to the National Leadership Conference.

The competitive aspect of Business Professionals of America increases the student's knowledge, spirit of competition, leadership ability, and human relations, and creates fellowship, confidence, reward satisfaction, and social identity.

Various companies donate their time and financial assistance to Business Professionals of America, showing their support and dedication to members across the country. When a company sponsors a contest, it is not only supporting the particular event but also the entire Business Professionals of America program. In addition, it is providing students with opportunities to develop the skills, knowledge, and understanding desired by employers in the business community.

The highlight of every regional, state, and national leadership conference is the closing awards program, at which time contest winners are rewarded for a year's efforts with trophies, plaques, medallions, or certificates. Tears of joy and frustration flow freely as the arena echoes with cheers for the nation's best.

A *Guidelines* booklet contains guidelines and specifications of all national level contests and is available for purchase through the BPA Marketplace at www.bpamarketplace.org. The *Guidelines* may also be downloaded from the national Web site at www.bpanet.org/events.

National Leadership Conferences

The first National Leadership Conference (NLC) was held in Green Lake, Wisconsin, in 1967. Each year the National Leadership Conference is planned for late April or early May. The location of the conference varies from year to year.

During the National Leadership Conference, delegates have the opportunity to participate in educational seminars and workshops, hear nationally prominent speakers, elect national student officers, compete in a variety of occupational competency contests, make recommendations regarding Business Professionals of America policies, participate in general assemblies, and find new friendships among the delegates from across the nation.

The National Leadership Conference Pre-conference Booklet CD-ROM is mailed to all local advisors in early February. The booklet contains all the information a chapter needs to make plans for attending. Watch the Web site, www.bpa.org for information regarding online NLC registration.

Contests

Business Professionals of America contests are held at regional, state, and national levels. Through a process of elimination, the top students in the country are declared national winners to climax the year's activities.

At the Secondary national level, the top ten contest winners are recognized. At the Post-secondary national level, the top eight are recognized in contests with 20 or more participants, and the top five are recognized in contests with less than 20 participants. These individuals/teams of both Divisions are called on stage to receive medallions. The top three individuals are then announced and receive plaques. First place team winners receive trophies instead of plaques.

The competitive aspect increases students' subject knowledge, spirit of competition, leadership ability, human relations knowledge and practice, fellowship, confidence, reward satisfaction, and socialization.

Upholding a Professional Image with Appropriate Conference Business Attire

Upholding our image as a professional business organization is a high priority for Business Professionals of America. Recommended business attire, Category 1 or 2, should be worn by all conference delegates at general sessions,

competitive events, scheduled meetings, workshops, and mini sessions unless specified elsewhere. The following items constitute recommended attire for all conference delegates. Official blazers are encouraged with Categories 1 and 2.

Category 1

1. Men
 - a. Dress slacks, dress shirt, and tie
 - b. Suit, dress shirt, and tie
 - c. Sport coat, coordinated dress slacks, dress shirt, and tie
 - d. Dress shoes required with all the above
2. Women
 - a. Dress or suit
 - b. Skirt with coordinated blouse and/or sweater
 - c. Dress shoes required with all the above

Category 2

1. Men
 - a. Shirt and/or sweater and slacks (tie preferred)
 - b. Dress shoes required
2. Women
 - a. Coordinated slacks outfit
 - b. Dress skirt/slacks with coordinated blouse and/or sweater
 - c. Dress shoes required with all the above

While business attire is highly recommended for all delegates attending general sessions, contests, scheduled meetings, workshops, and mini sessions at the National Leadership Conference, a Business Professionals of America member will not be discriminated against or disallowed from participating in an activity event or function sponsored by Business Professionals of America on the basis of dress attire.

Election of Officers

Officers for the Secondary, Post-secondary, and Alumni Divisions are elected each year at the National Leadership Conference. They represent the national organization at various conferences and meetings throughout the nation during their term of office. They are the student spokespersons for the entire membership, making recommendations to the Board of Trustees as well as the members. They are in charge of all meetings at the National Leadership Conference.

Location of National Conferences

The National Leadership Conference is held each year in late April or early May. The following locations have been selected for national conferences:

- 1967 - Green Lake, WI
- 1968 - Des Moines, IA

1969 - Kansas City, MO
 1970 - Fort Worth, TX
 1971 - Indianapolis, IN
 1972 - Columbus, OH
 1973 - Albuquerque, NM
 1974 - Minneapolis, MN
 1975 - Chicago, IL
 1976 - Topeka, KS
 1977 - Houston, TX
 1978 - Detroit, MI
 1979 - Cincinnati, OH
 1980 - Minneapolis, MN
 1981 - San Antonio, TX (Secondary Division)
 Corpus Christi, TX (Post-secondary)
 1982 - Nashville, TN
 1983 - Chicago, IL (Secondary Division)
 Milwaukee, WI (Post-secondary Division)
 1984 - Indianapolis, IN
 1985 - Houston, TX
 1986 - Columbus, OH
 1987 - Des Moines, IA
 1988 - Louisville, KY
 1989 - Dallas, TX

1990 - Minneapolis, MN
 1991 - Orlando, FL
 1992 - Cincinnati, OH
 1993 - San Antonio, TX
 1994 - San Francisco, CA
 1995 - Nashville, TN
 1996 - Phoenix, AR
 1997 - Orlando, FL
 1998 - San Antonio, TX
 1999 - Philadelphia, PA
 2000 - Minneapolis, MN
 2001 - Anaheim, CA
 2002 - Chicago, IL
 2003 - Dallas, TX
 2004 - Cincinnati, OH
 2005 - Anaheim, CA
 2006 - Orlando, FL
 2007 - New York, NY
 2008 - Reno, NV
 2009 - Dallas, TX
 2010 - Anaheim, California
 2011 - Washington, DC

Emblematic Products

The need for emblematic recognition of membership is a concept fully recognized by all business, professional, and fraternal organizations. Since its beginning, the organization has made use of emblematic materials either for the personal use of its members or to draw attention to its existence and its activities.

Among the many items offered by the BPA Marketplace are officer and membership pins; such items make attractive accessories and help build membership pride. Various clothing items are also available for use by all levels of membership. The wearing of official apparel also builds *esprit de corps* among members and, in addition, draws immediate attention in the educational and business communities. A wide range of chapter paraphernalia is offered for use in chapter meetings and social occasions as well as in conjunction with the many Business Professionals of America Week activities. One of the most important product lines carried by the supply service is the awards line. The recognition of excellence by participation in competitive events is among the more important activities conducted by Business Professionals of America. A full line of award plaques give state and local advisors a wide range of items bearing the official logo.

The use of the Business Professionals of America emblem or logo is fully protected and it can be distributed as a member item within the guidelines formulated by the Board of Trustees of Business Professionals of America, Inc. The purposes of

restricting the emblem and logo are obvious.

- It guarantees a uniform, physical national identity by the approval of a carefully selected line of clothing.
- It eliminates the misuse of the emblem.
- It allows careful policing of the quality and reliability of products and services to the members.
- It ensures that much of the net revenues derived from the sale of merchandise will flow back to the membership in the form of greater services.

Each member has a vested interest in the success of its supply service. A strong central supply service, with the accumulated purchasing power of the entire organization, is the only way to be of service to all chapters no matter how small or large, or how near or remote they may be. And, since this is one of the prime benefits of membership in a national organization, it is a factor that should be supported and protected by all members.

The National Center provides emblematic service and materials to the entire organization through the BPA Marketplace. For detailed information on ordering emblematic materials, go to **www.bpa.marketplace.org/**.

Insignia and Emblematic Materials

Purchase of Emblematic Materials

All emblematic materials are copyrighted and can be purchased only from Business Professionals of America.

Manufacture of Insignia

All arrangements for the manufacture and sale of articles bearing the logo, name, or tagline of the Business Professionals of America shall be made by the National Center. Any company interested in making arrangements for the manufacture of articles using the logo insignia, name, or motto of the organization shall submit samples, price lists, and plans for royalties to the Executive Director for consideration.

Use of Emblematic Materials by Chapters and States

If the Business Professionals of America emblem or logo is reproduced, it must be an exact replica. The emblem should be used or reproduced for ceremonial purposes only.

Local chapters and state associations may use the logo on materials which have public relations value, such as the following:

- Stationery, special certificates, programs
- Favors, napkins, place cards, banquet programs
- Educational exhibits such as those on television programs, on floats, or at fairs
- Newspapers, newsletters, yearbooks

Chapters and states may give permission to civic groups and organizations to reproduce and use the logo when they are helping to promote Business Professionals of America through non-competitive activities.

The BPA logo may not be used for printing or embroidery on apparel or for the manufacture of items for sale.

Additional Services

Business Professionals of America, in addition to providing publications, contests, national leadership conferences, support groups, recognition programs and a supply service, offers a variety of other services.

An **insurance program** protects chapter members while they are involved in the National Leadership Conference.

Fund-raising contacts. The National Center, through advertising and nationally approved programs, introduces chapters to fund-raising companies that can serve the needs of chapters nationwide.

National officers are elected annually at the National Leadership Conference. They provide numerous services to the members they represent through field services, leadership training, workshops, and liaisons between the members and the Board of Trustees.

Scholarship Opportunities

Multiple annually renewable scholarships ranging from \$1,000 to \$4,000 are awarded each year by

Johnson & Wales University to members of Business Professionals of America who are high school seniors or college transfer students applying for acceptance at the university.

A \$2,000 scholarship is awarded to a BPA high school senior annually by Educational Communications, Inc. publisher of *Who's Who Among American High School Students*.

A \$2,000 scholarship is awarded to a BPA high school senior annually by the National Honor Roll.

A \$1,000 Scholarship is awarded annually to a Secondary and Post-secondary Division member who is also a member of the National Technical Honor Society (NTHS). NTHS is a marketing partner with BPA and provides the funds for these scholarships.

Each year BPA awards the Tomorrow's Business Professionals Scholarships of varying dollar amounts to both Secondary and Post-secondary Division members.

See the National BPA Web site www.bpa.org for more information.

Chapter Development



Chapter Development

Membership in Business Professionals of America is an educational experience. It encourages interest in the business and office occupations members are studying, and it assists in developing leadership and other skills needed in life.

Surveys have shown that young men and women have a number of common needs. They need to belong, to be a part of something worthwhile, and to be recognized for their accomplishments and achievements. They need to select and train for an occupation or vocation. They need to feel that goals make sense and are within reach. Other common needs are a desire to participate in meetings, wanting to accept and share responsibilities, and feeling that what they are doing has real purpose and value.

How important are Business Professionals of America activities? The skills and leadership traits, citizenship, and cooperation developed through participation will be valuable regardless of what vocation students pursue after their education is complete. A worker today needs to participate in community affairs and needs to cooperate and work with economic and social groups in the community. Participation in Business Professionals of America helps prepare members to serve in civic and volunteer organizations, and to hold positions in the government.

Business Professionals of America's activities and contests provide opportunities that can result in recognition for both the individual and chapter. All activities are designed to stimulate interest and develop abilities and skills needed by leaders.

Responsibilities grow out of relationships. Business Professionals of America exists to serve the

members and to provide experiences which will help develop world-class workers, leaders, and good citizens. How well the chapter carries out its responsibilities depends upon the individual members. Business Professionals of America can't make leaders out of those who don't take part, who don't cooperate, and who aren't willing to work with fellow members for the good of the organization.

Business Professionals of America is an integral part of an educational program in career/technical education. This is one reason why the teacher also serves as the advisor. As an educational organization, Business Professionals of America has aims and purposes closely related to those of the career/technical education program. Many of the objectives of this program are attained through Business Professionals of America chapter activities which supplement the instructional program and stimulate members to worthwhile accomplishments.

Business Professionals of America provides many ways of involving students in the educational program. By participating actively, members have an opportunity to share in setting goals and developing activities that will further their progress toward careers. Organization activities also make involvement in school and other classes more interesting. If students are interested, they will enjoy school more; if they enjoy school, they will learn more.

"How can I take advantage of the opportunities Business Professionals of America offers?" is often a question asked by members or prospective members. The answer is simple: "Participate. Get involved. You learn by doing."

Develop a Program of Activities

A beneficial, well-rounded program of student activities doesn't just happen. It must be planned, developed, and carried out. It requires sound thinking and careful planning, and it must be put in writing. The program must keep the needs of the student members in mind.

A chapter's program of activities is like a road map—it sets chapter goals and charts the course for reaching those goals. A carefully planned and executed program provides educational and rewarding experiences for chapter members.

A program of activities encourages teamwork and develops leadership skills among members. It gives

members an opportunity to accept responsibility.

The program of activities carried on at the local level is the most important phase of the entire chapter structure. Both the state and national organizations originated from the grass roots of individual local chapters. It's at the local level that the greatest amount of member participation takes place. The state and national associations are dependent upon the local chapters. The total organization chart could be viewed as a pyramid with the local chapters providing the firm foundation.

The program of activities, simply stated, is what the

chapter is *going to do!* It's the activities and projects—the *plan of action*—that the chapter will carry out during the year.

The program of activities should appeal to the members by providing opportunities to do things that are interesting and worthwhile. Members enjoy socializing, participating in recreation, and engaging in those activities that will help them improve their abilities as leaders in the school and the community.

A good program of activities provides opportunity for all members of the organization to get involved

in helping to attain the objectives of the organization. A well planned program is essential to the attainment of the purposes of the organization. The importance of a program of activities initiated, planned, and carried out by the chapter cannot be emphasized too much. Learning to plan together is probably one of the most important things in which a group of young men and women can engage.

A successful program of activities creates a positive learning atmosphere in the classroom and chapter. Members will learn how to accept responsibility, work as a team, manage a budget, and handle success (and maybe failure on occasion).

Chapter Management and Leadership Development

The success of the Business Professionals of America chapter depends upon the program of chapter management and leadership development. These two things—a well-managed chapter and a good program of leadership development—are at the root of “motivated,” move-ahead membership.

What is chapter management? It is putting these five basic functions of chapter operation to work:

1. Planning
2. Organizing
3. Staffing
4. Directing
5. Evaluating

By using these basic principles, you will not only help make your program more effective, but you will find that your chapter operates more efficiently.

There are ten steps involved in putting these basic principles to work. They are often called the “Basic Ten of Chapter Management.”

1. A Program Plan of the Year

A month-by-month program must be developed and should include activities reflecting ideas, opinions, and goals of the total membership. Some sources for program planning are:

- a. A management questionnaire
- b. A survey of school and community needs
- c. Evaluation of previous projects
- d. State and national handbooks
- e. Other student organizations

2. A Year's Planned Budget

Activities require financing. With your program outlined for the year, a budget must be planned to help accomplish these objectives. A committee, usually designated the Finance Committee, should be directed to prepare the financial requirements of

chapter programs, including all anticipated expenses and, also, possible sources of income to cover these expenses.

3. Organizational Structure

The success of a local Business Professionals of America activity is the responsibility of every member. Each individual in your chapter must have a job to perform. A “balanced” structure of chapter responsibilities is important to equalize the work load and pinpoint responsibility. Organizational requirements will vary from chapter to chapter depending on chapter size, location, and needs.

4. Motivation

If you want to attract and keep active members, it is very important that all new members understand the organization thoroughly. This can be accomplished through a sound orientation program. Your ultimate goal should be to develop an active member who contributes to the organization and also benefits from the activity. These topics should be included in your orientation program:

- a. The member
- b. The benefits of membership
- c. Membership obligations
- d. Goals and objectives
- e. The chapter
- f. The state and national organizations

5. Membership Recruitment

Active membership recruitment is an essential function of a chapter. Many students, not understanding the organization, will have to be “sold” on the benefits of active membership. Here are some recruitment suggestions:

- a. Establish an *active* membership program
- b. Contact *all* eligible students
- c. Give prospective members *personal* attention
- d. Have *formal* installation of new members

- e. Give a new member *meaningful* responsibilities
- f. Conduct an *enthusiastic* orientation program

6. Contribution of Individuals Outside the Chapter

Many individuals and organizations are eager to assist when needed to help in the development of your local organization. Resource groups and individuals to help with your activities include:

- a. *School*
 - Speech teacher
 - Band director
 - Music teacher
 - Government teacher
 - Counselors
 - Principal
 - School administration

- b. *Community*
 - Toastmaster's Club
 - Jaycees, Lions, Kiwanis
 - Civic organizations
 - Fire Department
 - Police
 - Public officials

7. Membership Meetings

A good meeting is the heart of a successful chapter. Good meetings help to orient and make new members feel a part of the group and at home with the other members. Good meetings create enthusiasm, provide leadership opportunities, and create an atmosphere of group achievement.

Meetings should be conducted using parliamentary procedure, a prepared agenda, and a record of the proceedings (minutes).

Objectives to be accomplished at general membership meetings should include:

- a. Necessary chapter business
- b. Committee reports
- c. Plans for future activities
- d. Guidance to mold membership into a functioning unit
- e. Provisions for leadership training
- f. Educational activity (speaker, tour, etc.)

8. Good Publications

A local chapter publication, such as a newsletter, is necessary to an active communication and public relations effort. A good publication serves as a "tonic," stimulating enthusiasm among members. It should be easy to read, with information on current events concerning your activities. A committee, with a budget, should be established to put your local "Business Professionals of America story" in print. A fast and convenient contemporary option is to publish the chapter newsletter online.

9. Record Keeping

Members of a responsible organization will keep good records of their activities (income, expenses, successes, and failures) to direct and guide the next year's chairman. An analysis will often provide information to ensure success in a special project! Each activity must be recorded, using a standard reporting procedure adopted by the chapter, to ensure the continuance of productive programs.

10. State and National Conference Attendance

Taking part in state and national conferences is a required function for a successful chapter. By attending these meetings, you exercise your right of representation in the organization. Members also develop motivation and enthusiasm through the social and business interaction of the *total* membership. Attendance at these meetings should be included in the yearly activity planning. Develop a budget to ensure there will be financial resources for the delegates.

Planning a Program of Activities

Planning is a vital part of life, an ability each person needs to develop. A program of activities is an outline covering a definite period which includes goals, ways and means of reaching them, and adequate provisions for checking on the accomplishments. It is similar to a road map used by a traveler.

A well-planned, carefully worded, written program is absolutely essential to successful chapter operation. It is necessary to help an organization achieve and fulfill its objectives and purposes. It is the basis for greater individual member participation in chapter activities, and it provides a record of chapter accomplishments.

Begin by reviewing last year's program of activities at chapter meetings. Try to find out why certain items were successful while others were not. Also discuss the present needs of the chapter, its membership, the community, and list the items which should be continued for the present year.

From copies of the program of activities of the state association and the national organization, select and list items which can and should be included in the chapter program. Secure copies of other chapter programs and get ideas on other suitable program items. Resource personnel or an advisory council can often help in the selection of activities for the program of activities. Develop an objective for each area of the program of activities. Establish a committee to do this if you prefer.

Criteria for selecting activities for the program of activities are:

- Contribution to the development of leadership

- Sufficient educational value to justify its use
- Cooperative participation by a majority of the members
- Challenge to the members
- Completion of specific goals possible within the year
- Stimulation and motivation
- Contribution to an effective training program in your area of interest
- No financial risks
- Opportunity for satisfactory profit
- Sufficient funds available to operate it
- Opportunity to render suitable community service
- Sufficient need to justify the particular program
- Development of comprehensive supervised programs
- Development of pride in good work
- Development of success in family living
- Maximum participation by the members
- Fulfillment of the aim of your organization and the school

Preparing an Outline of Activities

The program of activities is an outline of activities of the members, determined according to the needs of the students, school, and community. Such activities should be carried out under the supervision of the advisor.

The program of activities should:

- be in outline form.
- include all the chapter's activities.
- be set up annually.
- be reasonable, challenging, and worthwhile to accomplish.
- have balanced activities to provide development of all aims and purposes.
- have activities that are goals the students desire to accomplish.
- always provide for ways and means of accomplishing the goals.
- provide for adequate provision for checking on the accomplishments.
- show marked improvement in planning each year.
- represent the combined thinking of the entire group.
- provide that work on the activities be carried on outside the classroom.
- provide integration with the classroom wherever possible.

The advisor should be aware of the following:

- be sure that all investments are good financial risks.
- be sure to get the program of activities posted on the school calendar.
- let the superintendent and principal know of

- your activities early in the school year.
- have committees give progress reports regularly to keep them active.
- post a chart of the events of the program of activities.
- post a record of accomplishments as achieved.
- be available to give guidance when needed.
- good cooperation should always exist between committee members and other members at large.
- be sure to get pictures of activities and events.

Determining the Basis for the Program

In planning activities for the chapter's program, every effort should be made to incorporate the state and national programs into the calendar. Business Professionals of America offers a wide variety of individual and chapter special recognition awards programs. Chapters should select a variety of activities which will help the chapter and individual members achieve the required recognition levels. Chapters should consult the *Special Recognition Awards Handbook* and the *Torch Awards Handbook* (download at www.bpanet.org/awards), for guidelines and specifications. Wherever possible, other student organizations such as DECA, FBLA/PBL, FCCLA, FFA, HOSA, TSA, and SKILLS USA may be helpful in promoting activities and projects.

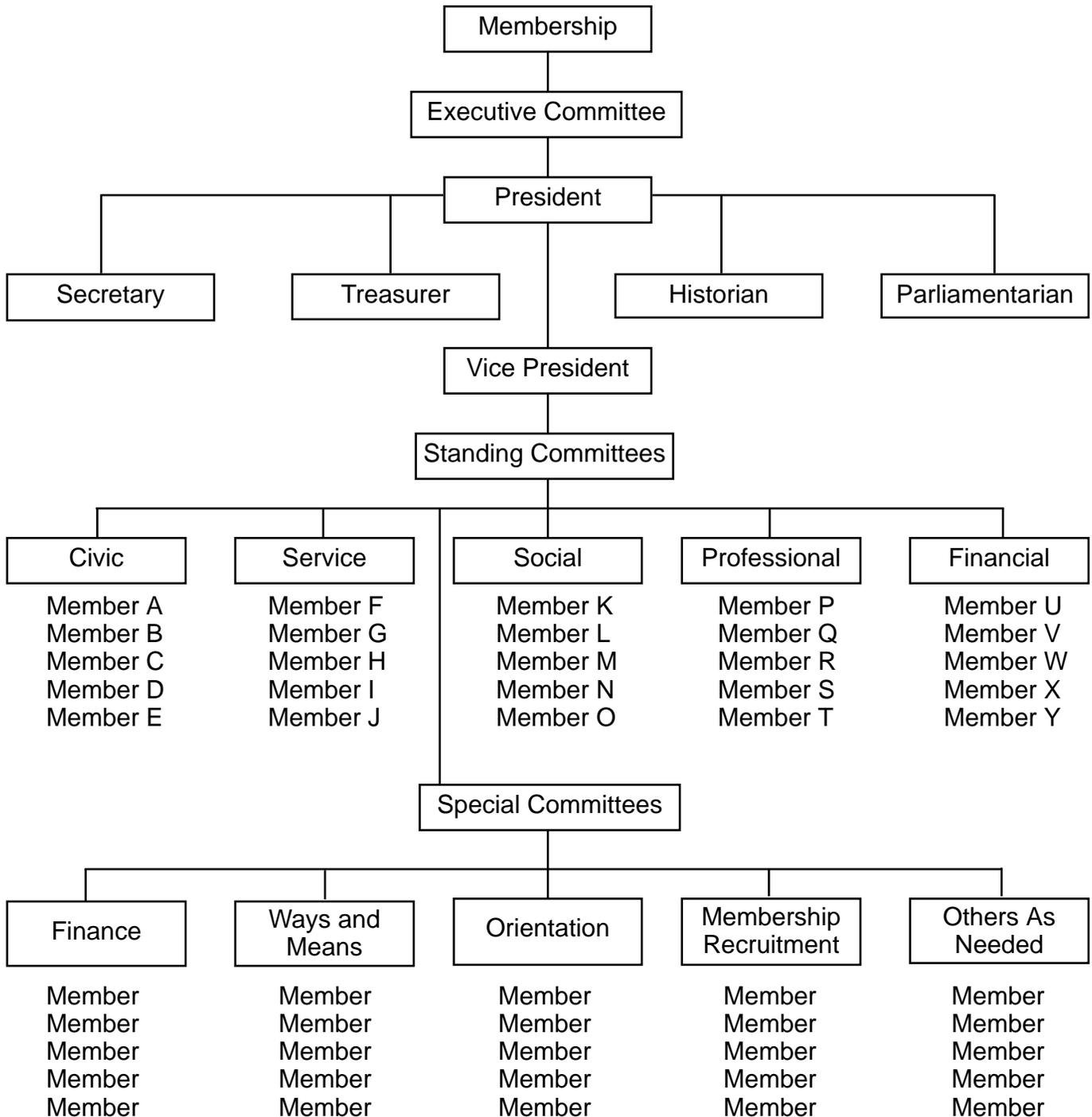
A chapter's program of activities can be based on a variety of plans. If there are students participating in the Torch Awards Program, the program of activities could be based on the nine torches: hope, faith, love, cooperation, knowledge, service, leadership, friendship, and patriotism.

Another method for developing the program of activities would be to follow the outline established for the Chapter Activities Award of Excellence. The outline includes all the types of activities in which a well-rounded chapter participates. Chapters should consult the *Special Recognition Awards Handbook* for the outline (www.bpanet.org/awards/special_recogawards.aspx).

Still another means of organizing the program of activities would be to use the conventional groupings: professional, financial, civic, service, and social. Explanations of these groupings are provided here.

Professional activities are those that contribute to the professional improvement of the students. Chapters should plan for meetings at least once a month at which guest speakers, demonstrations, panel discussions, films, and similar presentations relating to business are featured. Field trips are frequently conducted in connection with topics studied in class.

Business Professionals of America Suggested Structure For Local Chapter Organization





Possibly the most universally accepted professional activity is the annual employer-employee banquet which brings together those closely associated with the business education program. Participation of students, school officials, and business leaders in the banquet program demonstrates the community-wide nature of the plan of instruction in business.

Contests and the studies in business programs are also considered professional activities. Designed primarily to stimulate student interest in improving career-related knowledge and skills, these activities emphasize the importance of learning through preparation and participation. Individual achievement is recognized in a sequence of local, regional, state, and national eliminations.

A list of professional activities for the Business Professionals of America chapter is provided here as possible chapter activities.

- Put Business Professionals of America news in the school paper.
- Send outstanding members to speak to middle school students.
- Produce a local chapter newspaper or newsletter.
- Develop presentations for chapter officers to give to classes.
- Work with other clubs and exchange speakers.
- Send news items to local newspapers.
- Have a display during National Career/Technical Education Week.
- Have a display or booth at a county fair.
- Have a display of chapter awards.
- Keep an award cabinet, photo panel, and trophy case.
- Develop a speakers bureau.
- Develop news articles about local sponsors.

- Publish articles on "student of the week."
- Wear official business attire to school functions.
- Visit industrial and business establishments.
- Sponsor career day or week.
- Promote "day in office" program with local businesses, allowing a member to visit for a day.
- Take "action" photos and send with news to National Center.
- Hold a "good manners" workshop.
- Study parliamentary procedure (in depth) and compete.
- Learn how to organize a new chapter and try to start one at another school.
- Hold a mini-workshop program for members.
- Select a candidate for state or national office and handle all phases of campaign.
- Prepare packets of material on activities for prospective members and prospective chapters.
- Visit your state legislature.
- Have a special show on radio (i.e., during Business Professionals of America Week).
- Conduct a membership drive.
- Invite guest speakers and have special programs.
- Attend a State Delegate Assembly.
- Attend a State Leadership Conference.
- Attend regular chapter meetings.
- Promote active member participation.
- Prepare a chapter yearbook.
- Follow up with former members—encourage alumni participation.
- Use official ceremonies.
- Establish a scholarship.
- Have an open house to show classroom activities.
- Have an assembly program for entire student body on trade and industry and business education.
- Present a demonstration of a regular chapter meeting at an open house.
- Present an honorary membership to members of local business and industry.
- Present an honorary membership to your principal during an assembly program.
- Welcome and help new teachers.
- Present a program on school PA system.
- Hold an officer brainstorming session.
- Show state and national meeting films.
- Post a chapter calendar.
- Place posters in halls.
- Develop a chapter Web site



Financial activities involve raising funds to support the financial obligations of the chapter. These obligations often include expenses for items such as travel funds for delegates and committee members, field trips, professional and social meetings, and communications. Individual chapters determine the number and types of financial activities in which they wish to participate. Many chapters assess nominal membership dues, but a major portion of local revenue comes from financial activities and projects.

A listing of possible financial and fund-raising activities is included in the “Economic Consciousness” section of this manual.

Civic activities are conducted by chapters to serve the school and community. Projects range from campus improvement campaigns to participation in fairs, trade shows, and other community-wide events. The activities are frequently conducted in cooperation with local business organizations, school organizations, and civic groups.

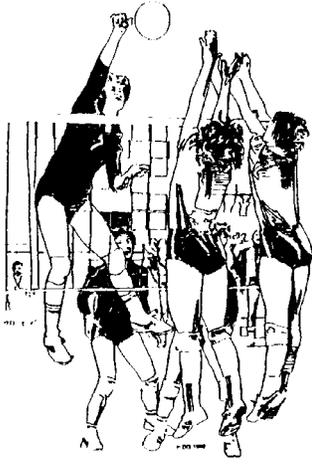


Service activities emphasize the need for sharing with others. Frequently, projects are designed to coincide with Thanksgiving and Christmas. Many of the projects are so conceived that they involve the student participation as well as gifts and contributions.

A list of possible civic and service activities is provided here for chapter discussion.

- Have a clean-up drive.
- Have a “school improvement” project.
- Have a clean-up, paint-up project.
- Have a needy family project.
- Do a get-out-to-vote project.
- Give faculty recognition.
- Usher at various events.
- Hold community fund drives.
- Assist other school groups in activities.
- Act as guide at PTA and parents night.
- Develop a stay-in-school program.
- Conduct a Thanksgiving charity drive.
- Conduct a Christmas charity drive.
- Sponsor a safety campaign.
- Sponsor a school safety program.
- Display safety posters.
- Sponsor a safe-driving campaign.
- Conduct a yearly safety bulletin board.
- Arrange for showing safety films at school-wide assemblies.
- Arrange for showing health films to student body.
- Suggest school safety improvement.
- Develop poison control list for home reference.
- Develop home fire safety check-list for distribution.
- Sponsor a voluntary vehicle safety check lane for school.
- Send Christmas cards to nursing home residents.
- Make tray favors for nursing home or hospital residents.
- Collect books from libraries for nursing homes or jails.
- Help the elderly—house painting, yard work, etc.
- Offer a typing service to Special Olympics, American Red Cross, or other organizations.
- Assist with Big Brother or Big Sister program.
- Tutor children.
- Plan a “patriotic” program for school assembly.
- Volunteer services to local Chamber of Commerce to assist with event details.
- Visit children’s ward at local hospital at Halloween or other special time.
- Handle special “office” projects for faculty and school office staff.
- Sponsor a school-wide drive for articles for needy families.
- Visit a nursing home(s) on Halloween night in costume.
- Have a Christmas party for nursing home residents, under-privileged children, or special education children.
- Prepare a career education program for sixth graders.
- Present a parliamentary procedure workshop for the community.
- Plan an Easter egg hunt for small children of the community.

Social activities are a major requisite of the Business Professionals of America program. There is a tendency to de-emphasize social activities



per se by enriching professional activities with social elements. For example, many social connotations are connected with the annual employer-employee banquet, although the primary purpose of it is professional in nature. Social activities also become an important finishing touch to professional meetings, particularly when community leaders are invited to participate in the chapter program.

Possible social activities for a chapter are included in the following list.

- Have a school dance, party, hayride, etc.
- Have football, basketball, and baseball games.
- Have a bingo party.
- Build a float for homecoming or other parade.
- Hold a parents banquet.
- Have an employer-employee banquet.
- Plan a picnic.
- Hold a skating party.
- Have a cookout.
- Entertain future members.
- Hold a mixer for students and their parents.
- Attend a major league athletic event as a group.
- Plan a trip to another city.
- Sponsor a get-acquainted social.
- Have a public open house.
- Plan summer activities for members.
- Visit other chapters.
- Invite other clubs to a dance.
- Encourage special events between clubs.
- Hold a joint sunrise breakfast.
- Plan a chapter dance, inviting former members.
- Hold a scavenger hunt.
- Sponsor a square dance.
- Hold a bowling party.
- Have a dinner theater party.
- Have a potluck dinner.
- Hold a “kidnap” breakfast for new members.
- Plan a faculty-student sports event.
- Plan a dinner meeting in a local restaurant.
- Hold a faculty recognition tea.
- Have a balloon lift-off.
- Plan a Valentine’s Day “special event.”
- Have a “study and pizza fest” to prepare for regional, state, and national competitions.

- Have a Christmas party for members.
- Put up and decorate a Christmas tree in the classroom.
- Demonstrate equipment used, and/or special knowledge gained through Business Professionals of America for parents—parli pro skit, for example.
- Honor members who have earned special awards at a school assembly.
- Hold a come-as-you-are breakfast.
- Hold a “good grooming” workshop with a special luncheon.
- Plan a Christmas carol outing.
- Honor “alumni” members at a special event during Career and Technical Education Week.
- Have an ice-skating or tobogganing social.

Guidelines for Chapter Activities

The variety and number of chapter activities and projects depend, to a large extent, on the ingenuity and vision of the members and the chapter advisor. In determining projects or activities, however, fundamental consideration should be given to the value that the project or activity will provide for each individual student. The chapter program of activities should lend itself to the needs of the individual. Thus, he or she is afforded an opportunity to participate. As the program is extended to regional, state, and national levels, the opportunity for individual student participation becomes proportionately less. While many projects or activities will be of a group nature, every effort should be made, even in group activities, to allow for individual activities that are in keeping with the individual student’s interests and abilities.

The chapter activities or projects should provide an opportunity for:

- the development of a spirit of cooperation
- an understanding of competition
- a recognition of social values
- an ability to communicate
- individual recognition
- realization of the responsibilities of leadership and cooperation

Cooperation enables students to work with each other. Planning and programming chapter activities emphasizes the importance of individual contributions to successful group accomplishments. By learning to work well with one another in chapter activities, students develop a sense of the human relations necessary for success in business careers.

Competition is a basic element of free enterprise. Students preparing for careers in office occupations must learn to win and to lose. Chapter awards give students an opportunity to develop a competitive spirit. Competition encourages initiative and vision.

The true essence of competition may not necessarily be in winning or losing, but it may be the motivating device that enables one to make a greater contribution to society.

Social values should be apparent in the activities conducted by local chapters and should provide the students with an opportunity to know others engaged in office occupations. The ability to meet with other people easily and freely is a basic requisite of personal communication which is fundamental to success.

Communication must be effective in any organization. Opportunities to learn the importance of good communication exist in almost every activity of the Business Professionals of America program. Planning local activities requires a closely-knit system of conveying information and ideas to the individuals and groups involved. Reporting activities in state and national publications gives students practice in disseminating ideas through a central exchange.

Recognition builds individual morale. Chapter activities provide abundant opportunities for recognition and student participation. The most obvious recognition is given to student officers, committee chairmen, and contest winners. Less evident contributions to individual and chapter growth are frequently recognized. For example, recognition for important tasks performed in the background, such as addressing envelopes for a chapter service survey or creating table settings for a banquet, can strengthen student appreciation for their part in the success of the activities.

Leadership and cooperation are essential to the success of a business enterprise. Students must learn the principles of sound leadership and how to use those principles if they are to be fully prepared for future responsibilities to business and society. Members must learn that good leadership and cooperation are closely interwoven. A leader in one function will be a follower in another.

The chapter program is patterned to provide students the opportunity to develop leadership qualities through participation in projects and activities. Elected officers are in a position to develop leadership ability, but the chapter that stands out is the one that offers such advantages to the entire membership. The chapter which serves its members best, however, is the one that emphasizes leadership through individual responsibilities and committee activities.

Here are some additional guidelines a chapter should consider when establishing a program of activities:

- Be sure that all activities are geared to the ability

and interest level of students. Activities should present a challenge to students, yet should complement the students' classroom learning.

- Activities should relate in some way to the career/technical curriculum and again should complement the students' classroom learning.
- Do not plan an unrealistic number of goals and activities. It is more important to successfully complete a few goals and activities than to attempt too many.
- Be sure that the activities planned are within the confines of the chapter's budgetary restrictions.

Remember that the chapter is an organization for the *students*. It is important that the program of activities be planned by the chapter members, not the advisor. Students' interest and involvement in the chapter's activities are directly related to the input they have in planning those activities. An advisor should guide students in selecting reasonable projects, but should avoid making the selections for them. It may be helpful to ask questions such as those listed here during discussions concerning the program of activities.

- How will this activity help further the chapter's goals?
- Will this activity benefit the majority of members?
- What will each activity require of members in terms of time and effort?
- What chapter resources (money, materials, etc.) will be required?

Put Your Program in Writing

A program of activities must be put into a written format before it is usable. Normally, an outline form is the easiest way to write down the activities selected by the chapter—the outline will be easy to add to or delete from as minor changes occur during the year.

Be sure the written outline includes:

Goals—broad statements of what the chapter hopes to accomplish

Objectives for each goal—statements of the objectives the chapter intends to fulfill in order to accomplish the goals (statements of objectives often begin with words such as “design,” “identify,” “prepare,” “provide,” “produce,” “conduct,” and “demonstrate”)

Activities—statement of the activities the chapter plans to undertake to fulfill each of the objectives

Budget—a statement of the estimated cost for each of the activities from which the total budget should then be computed

Evaluation plan—a statement of the procedure to be used by the chapter in evaluating the success of each item in the program of activities

Chapter Activities Must Be Stimulating

A good slogan for a chapter program is “use ’em or lose ’em.”

An effective chapter program must stimulate involvement by its members in challenging chapter activities. These activities must be well-conceived, student planned, effectively scheduled, and promptly executed.

Evaluation Criteria

Unless you evaluate your success in carrying out objectives, you won’t have any clue as to how you might improve your efforts.

There are two basic types of evaluation. One is the evaluation of “results” and the other is the evaluation of “process.” **Results evaluation** tells you how well you are doing, and **process evaluation** tells you how you might do it better.

Sometimes, you will know how well you are doing, but you won’t know exactly how you are doing it. Results are relatively simple to measure because they are visible or tangible. Process, on the other hand, can be hard to measure because you might not be able to see all the mechanics and the various actions that went into the accomplishing of the objective. For this reason, each committee and member should keep records of the steps they take in trying to accomplish a goal. Following are some examples of evaluative-type questions.

1. How effective were we in accomplishing the objective?
2. If we were to conduct a similar project, how would we change it?
3. What recommendations can we make for future reference?

Other evaluation criteria could include the following:

1. Does the chapter activity contribute to meeting the goals of the program:
 - by offering instruction in occupational areas?
 - by developing a broader understanding of the social and economic responsibilities of those engaged in occupational areas?
2. Does the chapter activity provide educational experience:
 - by contributing to the overall instructional program?
 - by contributing to career development?

3. Does the activity provide, in the best way possible, desired educational experiences in occupational areas:
 - by enriching the classroom instruction?
 - by serving as a supplement to job instruction?
 - by offering educational experiences not available through classroom or job instruction?
4. Do students participate in every phase:
 - by creating the idea?
 - by planning the activity?
 - by conducting the activity?
 - by evaluating the activity?
5. Do all students have an equal opportunity to participate in the activity?
6. Does the advisor serve as a counsel and guide:
 - by encouraging student participation?
 - by serving as a “helper” rather than a “doer?”



Publish a Calendar of Events

Once the program of activities has been determined, a calendar should be prepared and distributed to all members, faculty, and administration. A typical Business Professionals of America calendar might include the activities listed here. Note that activities are spread out over the entire school year and that a good variety is included. Always remember to include state and national level deadlines and activities.

September

have orientation meeting
plan fall fund-raiser
provide leadership training for all members, then elect officers
appoint standing committees
hold parliamentary procedure workshop
hold initiation ceremony for new members

submit newspaper articles and pictures
plan budget for year
have get-acquainted social activity
collect dues (local, state, national)
start preparing chapter yearbook or Web site
complete program of activities for the year
send in articles and photographs to the *Wire* (jellis@bpa.org)
provide officer training

October

hold a fund-raiser
order supplies, etc. from National Center
submit region, state, and national dues
submit newspaper articles and pictures
host Halloween party
participate in community service project such as
visiting a nursing home
work on chapter yearbook and/or Web site
participate in local fall parades
review Torch Awards Program for involvement
hold monthly chapter meeting; set up committees
attend advisory/school board/city council meeting
have a candidate for regional office
plan activities for National Education for Business
Month in November

November

hold professional activity, such as a career day
participate in service project such as collecting food
for the needy
help with school open house
attend state fall leadership conference
submit newspaper articles and pictures
work on chapter yearbook and/or Web site
hold monthly chapter meeting
vote or help with an election
submit article and photographs for *The Wire*
update Torch Awards Program involvement

December

have a service project: make favors and take to
hospital or children's home; have holiday party
for the mentally or physically handicapped
have social activity: Christmas party/dance/caroling
submit newspaper articles and pictures
decorate classroom for holiday season
work on chapter yearbook and/or Web site
update Torch Award Program involvement
hold monthly chapter meeting
begin planning for Business Professionals of
America Week in February

January

begin training and practicing for competitive events
hold skating party
submit article or letters to editor for the *Wire* (jellis@bpa.org)
finalize plans for Business Professionals of America
Week in February
submit newspaper articles and pictures
update Torch Awards Program for involvement

work on chapter yearbook and/or Web site
hold monthly chapter meeting
go on field trip to a local business

February

participate in Business Professionals of America
Week (same dates as National Career and
Technical Education Week)
prepare for regional contests
be sure dues are received by National Center to be
eligible to compete in national contests
submit newspaper articles and pictures
update Torch Awards Program for involvement
hold monthly chapter meeting
work on chapter yearbook and/or Web site

March

sponsor in-school service project
plan dinner with local business people
update Torch Awards Program for involvement
plan end-of-year trip
begin planning end-of-year banquet
write to a legislator
attend state leadership conference
hold monthly chapter meeting
attend advisory committee meeting
plan spring fund-raiser
send applications and support materials to National
Center for special recognition awards (Special
Olympics, etc.)
send national officer candidate materials to
National Center
work on chapter yearbook and/or Web site
submit newspaper articles and pictures
send Ambassador Award résumés to National
Center

April

hold service project
attend National Leadership Conference (or in May,
depending on current year's dates)
sponsor April Fool's Day event
complete spring fund-raiser
hold monthly chapter meeting
work on chapter yearbook and/or Web site

May

go on end-of-year trip
complete end-of-year reports
hold end-of-year banquet (include Torch Ceremony)
organize an alumni chapter
participate in open house/orientation for new
students
submit newspaper articles and pictures
hold monthly chapter meeting
complete chapter yearbook and/or Web site

June-July-August

help at State Special Olympics Games
visit legislator
sponsor water safety project
participate in patriotic parade

have class/chapter picnic
help at State Fair
have officers or special committee meet to begin preparing program of activities for the next year
contact your state association office and ask if you can have your chapter officers help represent Business Professionals of America at any career/technical or business teacher conferences that will be held during the summer
ask chapter members to design motivational posters

or decorations for the classroom or bulletin board to start off the school year
assign chapter members to write stories about chapter or personal activities and experiences to submit to the National Center for possible publishing in the fall issue of the *COMMUNIQUE* magazine (sdziura@bpa.org)

The Advisor's Role



Students today want a voice in their education and an opportunity for self-expression. Business Professionals of America provides that kind of opportunity. It is an organization of, for, and by the students. But even student organizations run by students require the assistance of adults—adults concerned about and committed to students.

Students need room to experiment and explore, but they also need to know there is an adult to support their decisions and provide guidance in the right direction. Adults can provide leadership training by motivating, guiding, sharing, and participating while the students are assuming the major role of planning and carrying out the chapter activities.

In Business Professionals of America chapters, the advisor serves as a facilitator, resource, and consultant. The advisor can help the students develop confidence, find other resources, secure chapter finances, discover opportunities, try new ideas, and develop a sense of loyalty to other people

and a commitment to the group. An advisor who understands the organization's goals and purposes and can interpret them to the members, the school, and the community, is the key to a successful chapter.

Successful chapters do not become successful by accident. They result from hard work and dedication, and more importantly, from the teacher's belief in their purpose, a belief that career/technical students need leadership experiences and that the career/technical curriculum has a responsibility to provide these experiences for students.

Career/technical student organizations exist to provide students and teachers alike the kind of experiences they need to develop their full potential for living a satisfying life. Such experiences include those which develop leadership and planning abilities, moral character, and mutual understanding.

For a teacher, teaching is more than the act of instruction. It cannot be reduced to something done in the classroom or laboratory—a technique or a procedure—because it involves total influence on students' lives. Career/technical education has a responsibility to provide students with the kind of experiences they need to develop an identity—as a worker, individual, and member of a family, community, and society. Therefore, teaching is the kind of example which a career/technical teacher sets—by actions as well as by words. Interests, attitudes, appreciations, ideals, biases, habits, and lifestyle have an important effect on the personal development of students.

A career/technical teacher who supports Business Professionals of America in word only is not really demonstrating involvement in the organization or concern for students. Students learn what the teacher believes in and values by what the teacher does. By being actively involved in the organization, a teacher demonstrates concern for students and sets an example of real commitment and dedication to worthwhile goals. The example which the teacher

sets—more than what the teacher says—has an influence on the attitude students have toward the organization and carries over into the attitude toward work and a personal value system.

What is Advising?

Most simply, advising is guiding and supervising the activities of the chapter. The chapter officers, not the advisor, should lead the organization; members should be involved and active, not passive. The members should learn by *doing*, they need to be challenged. An advisor may sometimes become exhausted because of numerous duties. If this happens, stop and evaluate the situation. An advisor is always needed and will always be busy, but should assist the members in assuming as much responsibility as possible. This task alone requires great effort on the part of the advisor, for students must be *prepared* for their duties and responsibilities. An advisor needs to get to know the chapter members, help identify strengths and weaknesses in skill(s) areas, and provide assistance in leadership development. Often an advisor can function as a powerful role model for members: the advisor

may be in a position to help students discover both career and personal options and alternatives.

It is easy to get caught in some traps which decrease leadership development in members. These pitfalls include:

- working the hardest with active members, forgetting the less active ones
- allowing advisor ideas to dominate student discussions
- losing sight of the overall purposes of the organization and placing major emphasis upon competition and “winning,” rather than upon recognition and leadership development
- pre-judging students’ abilities, interests, and aptitudes
- doing all the work for students out of fear that students “won’t do the job right”

Remember that each student should gain something of value by being a member. Many students gain a great deal of confidence and experience by participating in chapter activities and being recognized for their achievements. This is the real value of student groups.

Responsibilities of the Advisor

An advisor should expect to assume the responsibility of initiating, organizing, and sponsoring a local chapter and for seeing that the chapter is affiliated with the state and national organization.

The advisor’s understanding of the organization, along with the ability to guide the chapter, the school, and the community toward an understanding of the organization, largely determines its success.

It is the advisor’s responsibility to find out information on state and national policies and procedures so that the members will be properly informed, especially as they relate to conferences and competitive events. A misinformed member cannot be expected to be prepared or perform well.

Successful advisors have found that they need to:

- know the organization in terms of its beliefs and philosophy, its purposes, program of activities, and relationship to the total office occupations program. Be able to interpret it to members, prospective members, school personnel, parents, and others.
- become familiar with state and national publications and other resource materials related to the chapter’s work, and inform members and school administration of pertinent information.

- know the needs of members, the school, and community in order to help plan projects that will fulfill some of these needs.
- help officers understand their responsibilities and guide them in assuming their responsibilities. Guide and work with committees. Help all members develop, carry out, and evaluate their program of activities.
- comprehend the principles of the democratic way of living in order to assist chapter members in practicing these principles.
- keep the school and the community informed about activities of the chapter. Help members evaluate activities.
- provide a place in the office occupations department for chapter records and materials.
- provide leadership development experiences.
- turn in membership promptly to assure full service for members.
- review qualifications of potential leaders and outstanding students. Encourage these young people to participate in regional, state, and national activities—from running for office to taking part in competitive events.
- see that outstanding members are recognized.
- keep chapter members in touch with what is happening in BPA at the regional, state, and national levels. Help them understand their role in a national organization and help them tie into national programs.

Chapter/Classroom Suggestions For the Advisor

- Advise and guide; do not dictate.
- Positively assume that chapter activities are going to succeed. Know that chapter activities are strong teaching tools. Show enthusiasm.
- Establish basic ground rules that help students to lead themselves. Hold meetings regularly and conduct meetings in a businesslike manner.
- Remember that chapter activities are individual and group student activities and NOT teacher activities.
- Use students as class leaders.
- Develop an information packet to use with the community and other school personnel. Include such things as curriculum outlines, training plans, national promotions, calendar of events, etc.
- Organize activities. Set up chapter files and a library of chapter related-materials.
- Keep administration informed of the chapter's program of activities.

The Burden of Responsibility

The burden of responsibility of the local chapter lies directly on the advisor's shoulders. This responsibility cannot be shifted, removed, or delegated without weakening the chapter. It is common that the blame for a weak or inactive chapter can be traced back to the advisor. The role of the chapter advisor is very demanding in terms of time, energy, attitude, and leadership ability. It is definitely *not* an easy role, and the job doesn't always take place during the regular school day. Many successful chapter advisors will admit that they spend many hours of "their own time" fulfilling their obligations as advisors. However, once the fundamental leadership concepts are learned and practiced, the rewards far exceed the output of energy.

The advisor sets the mood. The chapter and students react to the mood in either a positive or negative manner. The advisor must be able to size up the members and determine just how much direction to give.

The teacher/advisor has a number of important responsibilities in developing the organization's program of activities. The advisor's overall responsibility is to ensure that students develop a vital, student-centered, well-balanced, and challenging program of activities which will accomplish the chapter's goals. The activities should be planned by and for members. Thus, the advisor needs to determine how much assistance students need to accomplish the task, and give that assistance without taking over the effort.

Students will need to be encouraged to participate

in planning the program, helped to select worthwhile activities, and guided through the process of constructing a calendar of events and coordinating it with other school events. The chapter advisor has special responsibilities for handling the organization's funds and for maintaining an accurate accounting system.

It is up to the advisor to see that every member is involved in some leadership activity. To achieve this, the advisor needs an enthusiastic belief in the goals of the organization, and a thorough understanding of the program of activities. The enthusiasm will communicate itself to students in skillfully guiding student participation in chapter activities.

The advisor's responsibilities in preparing students for leadership roles in the student organization will include assisting in the election and installation of officers, conducting leadership training sessions for officers, assisting students in advancing within the available programs in the student organization, and sending student representatives to regional, state, and national student organization activities.

Check school policy to determine the rules and regulations covering the supervision of the organization. For example, the school may have a rule stating that all chapter activities must be supervised by the advisor and approved by the school administration, or regulations governing after-school activities, trips, etc. Some school systems will have printed guidelines to assist the advisor. If not, work with the school administration in defining and outlining the supervisory responsibilities of a student organization advisor.

Desirable Characteristics of Advisors

- The advisor gets along well with all members and doesn't give preference to the leaders.
- The advisor *helps* plan and organize chapter activities; the advisor doesn't dictate what will happen.
- The advisor has enthusiasm for chapter plans.
- The advisor doesn't control the chapter by using "passive advisorship"—giving advice and causing things to happen without controlling the chapter.
- The advisor has a sense of humor and exhibits a positive attitude.
- The advisor doesn't show favoritism but realizes the chapter exists for *all* members.
- The advisor shows the following leadership attributes: energy, empathy, time to commit to the chapter, decisiveness, a desire to have an effective chapter, respect for the students and various school-imposed regulations, enthusiasm, knowledge of the organization, trust and faith in the students, an understanding of the purposes of the organization, friendliness, ability to listen, integrity, ability to evaluate, belief in students

and the organization, belief in democracy, and public relations ability.



Communicating with Parents

Parents want the school to provide the best education possible for their children. It is important that the parents are fully aware of the effort of Business Professionals of America and the program to enhance their children's development.

Even though some communication exists between home and school, parents sometimes are not knowledgeable about organizations and how they affect their sons and daughters. Therefore, activities and communication must be developed to inform the parents. When parents become familiar with the program, their approval is almost guaranteed.

The advisor's approach to parents should be centered on doing what is best for their sons and daughters. Mutual concern encompasses occupational experience, class performance, conduct, use of time, use of earnings, scholarship, citizenship, chapter participation, and overall career/technical progress and personal improvement. The advisor's task is to show parents how they can cooperate with the school in doing what is best for their children enrolled in career/technical education.

Benefits of the Organization

A teacher who is sympathetic and understanding can help students just by listening to them and giving them encouragement, but sympathy and understanding are not equivalent to experience. Only through practice in real-life situations can

students develop interpersonal and leadership skills.

The advisor of the organization and other teachers get to know students on a personal basis through student activities. The extended relationship benefits students in two ways: (1) students have an opportunity to relate to teachers as friends, and to find the acceptance and respect they need from adults; and (2) students learn from the teacher's example of the values, beliefs, and attitudes toward their work in an occupation.

Through the example of moral and ethical behavior which the advisor and other teachers in the organization set, students develop their own moral and ethical standards.

The organization is built on democratic principles in that students have an important voice in the organization. Conflicts which arise between students and adults can be resolved in an orderly, democratic manner. The control that students have over the organization minimizes their feelings of rebellion against rules and authority.

Students learn that the advisor, other teachers, and school officials are eager to help them accomplish their objectives, rather than to be authority figures who stand in their way.



Personal Rewards

Being a Business Professionals of America chapter advisor offers personal rewards, too, such as:

- opportunity to know students better.
- increased self-esteem knowing that students are receiving more opportunities for growth.
- chance to see students develop self-confidence, hidden talents, poise, and responsibility through chapter activities.
- professional growth in working with administrators and community leaders.
- recognition from other faculty and school administrators.

- association with other advisors and staff at the regional, state, and national levels.

Personal Involvement is Important

In the final analysis, Business Professionals of America activities will only be successful to the extent that the advisor becomes personally involved in them, and supports the organization through deed as well as word.

The way the advisor carries out responsibilities in the organization—orienting students to the purposes and activities of the organization, preparing them for leadership roles, assisting them in planning and carrying out a worthwhile program of activities, etc.—will demonstrate the advisor’s philosophy toward the organization. Personal beliefs, attitudes, and values will be made clear through work as an advisor to the chapter.

Integrating Business Professionals of America into the Curriculum

Business Professionals of America offers the advisor a method of extending business and/or office education experiences beyond the classroom. It’s also a tool for managing the classroom through student-planned learning activities and for getting students interested and involved in business education programs.

Chapter activities make what is learned in the classroom part of the real world as students work on various projects. Students who take part in classroom planning are more likely to meet their own needs and interests—and therefore learn more. The Business Professionals of America program of activities can complement, supplement, enrich, and strengthen the instructional program. Combined with classroom instruction and important projects, chapter activities give greater scope and depth to the total instructional program.

Business Professionals of America advisors can encourage goal setting, and leadership training can be integrated into all business and education classes. A successful chapter helps build the business department, encouraging more students to take business classes and get involved. School administrators are more willing to support organizations that bring favorable publicity to the school.

Business Professionals of America should be considered an essential part of the career/technical instruction program. Here are some steps for integrating the career/technical student organization into the curriculum:

1. Examine the goals of Business Professionals of America and the content and goals of the curriculum.
2. Identify the curriculum goals that the chapter activities can easily accomplish.
3. Communicate the curriculum goals to the student leaders in the class.

4. Involve the students in determining how the curriculum goals might be met in the classroom.
5. Determine, in class, a program of activities to accomplish the curriculum goals. This classroom program of activities can become, in part, a section of the chapter program of activities.
6. Involve the students in evaluating the program and the activities after completing the classroom program of activities.
7. Recognize the individuals or groups within the class who have accomplished the activities in the program.

Chapter meetings should be conducted during class time; this ensures involvement of all members, and also generates enthusiasm for both the chapter activities and the general curriculum. When students are involved in planning class activities, they tend to be more interested in participating in those activities. The contests which are a part of the Business Professionals of America program also provide an excellent motivational tool for encouraging students to learn the skills basic to their chosen careers. When students receive rewards for accomplishing short-term goals, they are more likely to enjoy the learning process, to be willing to participate, and to develop self-confidence.

The chapter can help by providing photographs, equipment, and a budget adequate to meet the requirements of a good chapter yearbook or Web site. A camera to take pictures, relatively reasonable in price, should be available to the committee and all members. A little instruction on the use of the camera and some planning, to get coverage of the events, will usually result in usable prints. When all members are involved, the development of the chapter yearbook or Web site can become an excellent learning experience.

The Student-Oriented Classroom

There is no reason for every laboratory or classroom activity to be strictly controlled by a teacher. Students can lead if the students are mature members, if the students are allowed to develop as leaders, if the class is organized (committees, officers, etc.), and if an atmosphere of unity to uphold respect for the occupation prevails.

An efficient chapter could, as a matter of routine, accomplish many tasks by involving students. To mention a few:

- the president could call the class to order.
- the secretary could call the roll.
- the treasurer and financial committee could handle routine financial affairs with the teacher's advice.
- the safety committee could administer a safety program.
- a clean-up committee could administer clean-up.
- a welcoming committee could greet guests.

Routine tasks can be made leadership tasks. At the same time, the teacher is free to guide the learning process. A student-oriented class is a learning class.

With chapter activities being such an integral part of instructional programs, it is difficult to distinguish where curriculum ends and chapter activities begin. They become one and the same.

Effective Use by Teachers

A teacher/advisor can use Business Professionals of America effectively in the classroom to:

- complement classroom and/or employment instruction.
- encourage student responsibility.
- develop student leadership.
- develop and strengthen a close student-teacher rapport.
- instill proper attitudes, social responsiveness, and an appreciation for the free enterprise system.
- motivate and reward.
- provide wholesome competition.
- provide identity.
- create a democratic atmosphere.
- extend learning beyond the classroom walls.

When a student organization is used effectively to complement the classroom instruction, a number of things happen.

- Leadership abilities are strengthened.
- Wholesome attitudes about citizenship and moral standards develop.
- Attitudes toward work improve.
- Offices are cleaner and safer.

- Students are happier.
- Routine tasks are turned into leadership experiences.
- Worthy instructional programs receive public attention.
- Student recruiting is more effective.
- Employers are more satisfied.

Answers to Frequently Asked Questions

1. If I use Business Professionals of America as a teaching tool, what can I do with students who don't join?

If leadership development and the Business Professionals of America approach is good for one student in your class, it's good for *all* students. So involve all students in all classroom activities regardless of whether they are members or not. Treat your Business Professionals of America section activities as instructional activities—because they are. Beyond the classroom, however, non-members' involvement will be limited. The non-joiner, for example, would not:

- receive Business Professionals of America publications or a membership card and pin.
- be eligible for participation in regional, state, and national activities even if a local contest were won.
- participate in certain special local activities which are supported by dues.
- hold regional, state, or national officer position.

The non-joiner would receive:

- equal attention on instructional matters (i.e., skill development, public speaking).
- leadership training in class.
- vital contact with business.

2. In a free education system, how can I justify collecting dues for a program that is used as an instructional tool?

The logic is that dues support extra benefits for which someone must pay. The one receiving these extra benefits is the likely person to pay. However, some school districts are buying the educational materials and services by paying the membership dues of all their students in the same way they would pay for books. After all, Business Professionals of America is selling an educational program that meets the soundest educational principles. Care should be taken that students unable to pay are involved in the organization through financial assistance. Incidentally, it is an inexpensive service in comparison to its benefits.

3. Teachers are overworked already. Where will I find the time to devote to Business Professionals of America?

Ask yourself these questions:

- Which is easier—teaching a motivated student or teaching one who is not motivated? Which is more satisfying?
- Am I presently using class time to teach proper job attitudes, leadership, employer-employee relationship? Should I?
- Which is the best way to teach—by student involvement or by rote? Business Professionals of

America motivates. Business Professionals of America's programs involve students actively in areas of instruction which you may be already attempting to teach through non-involvement. While students are gaining leadership experience, the teacher can turn attention to other important tasks. What's more, the teacher doesn't "do" Business Professionals of America. Students "do," and the teacher guides. Business Professionals of America is not just another task to perform. It becomes an instructional tool used by the teacher to teach those things which are *already* important.

For the Good of the Chapter

Preparing a Local Annual Handbook

Many well-organized chapters develop and duplicate an annual handbook for their members. Obviously, this document varies from chapter to chapter and usually is specific to the needs of the local operation. Developing the handbook helps to emphasize local activities and events, and develops student pride in the local organization.

The handbook should include terms relative to the operation of the local chapter. Decisions concerning the actual format and contents of the handbook should be handled by a student committee responsible for its development. The committee should consult with the members to determine content that would be helpful and meaningful for the organization. This committee should also be responsible for the duplication and distribution of the local handbook to new members.

Local finances and resources will dictate the extent and style of the handbook. In some cases, a simple duplication process may fill local needs. Some schools may have the advantage of printing classes or printing facilities that will permit a more elaborate publication.

As indicated, the content of the handbook will be determined by local need. The committee should examine past handbooks and publications of other organizations. Survey the membership to arrive at a format and content to be used by the local organization. Generally, however, the handbook should include the following items.

- Title page
- Pledge
- List of local officers
- List of state and national officers (optional)
- Committee chairmen and committee members
- Advisory committee members
- Program of activities

- Local calendar
- Local constitution

To ensure ease of duplication in following years, standard items such as the local constitution, pledge, etc., could be saved in an electronic file format. The items which change (list of officers, program of activities, etc.) could be revised each year.

Other materials may be added as supplements to the handbook to increase its value to the members. Material from state and national handbooks, parliamentary procedure aids (charts, diagrams, etc.), and Torch Awards Program or recognition information could be supplementary items.

The final document should not be too extensive or complicated for use by the members.

Development of a Chapter Yearbook or Web Site.

Any publicity about the chapter should be placed in the chapter yearbook or Web site as a record of events and members' achievements, and for future reference in planning public relations efforts.

This activity provides a system of recording the annual activities and events of the chapter. Reviewing the annual yearbook is also a good method for giving recognition and support to those individuals who made the organization work.

The yearbook/Web site can be a guide for the future planning of the Business Professionals of America program. Future program planners will not have to "reinvent the wheel," but will be able to review past activities and, it is hoped, improve their implementation.

Generally, a yearbook or Web site is of great interest to parents, school authorities and faculties,

individuals from businesses, civic leaders, advisory committee members, and other interested individuals. The yearbook must be made accessible, of course, the Web site is easily accessible.

It is often wise to select a student committee to be responsible for this activity. The chapter historian would be a good choice as chairman of this committee. The advisor should work with the committee and also periodically review the progress of the project.

All chapter committee chairmen should be instructed to maintain a close working relationship with the yearbook/Web site committee to see that appropriate information and materials are provided. This should be a “prestige” committee to encourage the other members to support the development of the yearbook/Web site.

Guidelines must be established to develop a format for the yearbook or Web site. Since Business Professionals of America has a specific contest for Web site development, referring to the current issue of the *Guidelines* will provide the needed organizational information. Students may wish to review the contest materials of other organizations to gather ideas for a format for their yearbook or Web site. Either might include some or all of the following items:

- Annual theme
- Membership statistics
- Officers—committees
- Initiation of officers (photo and program)
- Business meetings
- Social activities
- Community projects
- Publicity
- Program—assembly—service clubs
- Talks—demonstrations
- Alumni
- Meetings (district, regional, state, and national)
- Competitive events—winners
- Outstanding activities—banquet
- Individual members—photos
- Advisory committee—photos

Photographs, news articles, and programs should be collected. These should be appropriately placed and arranged with brief notes describing the activity. If the members of the committee in charge develop the yearbook/Web site in a continuous, day-by-day manner and secure contributions from the members, the project can become the subject of wide interest.

Maintaining a File of Publications

The chapter yearbook is one of the resources which should be available to members in a chapter library or file. In addition, there are many other good

materials and publications available to assist the advisor and members in the operation of a Business Professionals of America chapter. The national career/technical student organizations have excellent materials and handbooks that have been produced by the organizations for use by local chapters. Additionally, there are many leadership books, magazines, Web sites, brochures, and various materials that can be a real bonus to your chapter operation.

The advisor, utilizing the assistance of other individuals such as the school librarian or learning resource person, officers of local civic organizations, school authorities, and business leaders, should actively seek these materials for use by members. Such materials can be used by the advisor and students in many of the leadership activities of the chapter. These materials may also be excellent sources of class study in leadership sessions. However they are used, keep these materials visible and in use—their worth depends upon their circulation.

Books, publications, memos, chapter records, and forms, etc., should be accessible. They should not be lost or filed where they can't be found. The advisor should establish a library or filing system to provide easy access when these documents are needed. Usually, a simple (legal size) four-drawer filing cabinet will work well. Following are many of the publications and materials which might be filed for reference by members and other interested persons.

Chapter Management Reference

constitution and bylaws
calendars
yearbook
state and national conference information
chapter evaluation
correspondence
budget and financial reports (treasurer's book)
minutes of meetings (secretary's book)
activity plans and reports
historian's report
individual member activities
nomination election materials
membership reports
chapter officer reports
committee reports
ceremonies—conduct of meetings, parliamentary procedure
stationery, stamps, supplies
regional materials
state materials
national materials
leadership resource materials
Robert's Rules of Order, Newly Revised Guidelines (Workplace Skills Assessment Program)
Special Recognition Awards Handbook
Torch Awards Handbook

A complete file can be a valuable aid in selecting activities, in setting goals, in planning things to do, and in assigning responsibilities to chapter members. It can be of immeasurable help in arriving at probable costs and needed facilities. As you develop and use a file of activities, you will appreciate its importance in the effective supervision of your program.

The advisor and the chapter secretary should take the responsibility for maintaining the files. Space should be set aside to accommodate the activities and reports essential for the operation of a quality program. For each of the activity sections in the file, have the chairman of the activity committee submit a complete report to the secretary on what was done to fulfill the assignment, what facilities, materials, etc., were used, who was contacted to get the tasks completed, what costs were incurred, what resulted from the project and what should be done to improve the operation.

This process keeps the files active and up-to-date. It also teaches the members how to use the filing system and locate needed resources. A good file can be effective in helping to successfully conduct even sizable projects with a minimum of effort.

Establish an Alumni Chapter

A local chapter which doesn't have an organized alumni group is missing an excellent opportunity to use the expertise their graduates have to offer. Former Business Professionals of America members are able to utilize their leadership training and experiences in many ways. Their abilities to organize and present ideas, to plan, to conduct meetings, and to work with others are needed by all organizations.

Assistance and support of the local and state chapters is a major purpose of the Alumni Division. This involves proctoring and judging competitive events, conducting professional development seminars and workshops, and providing expertise in the traditions and functions of Business Professionals of America that only experience can give. The alumni members can help prepare students for competitive events, assist the advisor in organizing activities, provide leadership training, serve on advisory committees, and help in fund-raising projects.

Many states and the national organization use alumni members to help their leadership conference run smoothly; they help with registration, present workshops, proctor and judge competitive events, and are available as support personnel.

On the local level, graduates are members of the working community and should be used as a resource for programs, activities, and financial support. Current students can relate to the alumni

because they have shared many of the same experiences. The alumni can provide insight into the challenges that face the American worker today. The alumni's pride in Business Professionals of America can help influence other business people in the community to get involved.

As members, they learned skills they needed to succeed, and they learned to take pride in those skills. They learned to care about their community and their country. Involving them now in chapter activities will give them the opportunity to pass on to others some of what they got out of Business Professionals of America. Alumni are a reservoir of enthusiasm, experience, and commitment. Get in touch with them, and get them involved in your program now.

Eight Essentials of a Good Chapter

1. A knowledge of Business Professionals of America and the role of every member
2. Capable officers and leaders
3. Responsibilities shared by all members in chapter activities
4. A challenging program of activities
5. Adequate financing for chapter activities
6. Proper paraphernalia, equipment, and records
7. Well-planned, regularly held chapter meetings
8. Support by school officials and community leaders

If I Were Your Program

- I would want to be full of inspiration, information, interest, and instruction.
- I would want to have definite aims and promote worthwhile activities which would have a definite appeal or application to the achievements and problems of my members and my chapter.
- I would want to be carefully studied, well planned, and built on a year's theme to meet the needs and interests of the members.
- I would want to think creatively and form public opinion which would result in constructive action.
- I would want to convey to my audience matters of vital importance to the welfare of all.
- I would want to have good speakers with sincere and helpful messages.
- I would want community people to express their views and share their experience and education.
- I would want my own members to participate in me for I want to be a part of them.
- I would want to have a sense of humor for the funny things people say about me.
- I would want to take criticism, if constructive, and forget it, if not.
- I would like praise when I could get it, if well deserved.
- I would want to be just as good as it was possible for me to be.
- I would want to encourage a fine relationship

between the employers and the members of my chapter.
I would want to help my members grow through

in-service training, so they will be ready for promotion if the opportunity presents itself.

Outside Help is Available

The advisor has a wealth of resources to tap in gaining support for chapter activities. A good advisor will check school policies to be sure that the chapter is operating within accepted guidelines for student organizations. Things to consider are:

- what authority does the advisor have?
- what are the advisor's responsibilities and obligations?
- what are the time demands, resources available, and tangible rewards?
- to whom does the advisor report?
- does the chapter receive any school financing?
- are there any conflicts with school policies?

Other sources of help in promoting the Business Professionals of America program are available to the advisor.



School Administrators

Consider school policies when planning chapter activities. Then, keep administrators up to date on chapter activities by:

- sharing copies of chapter plans.
- inviting administrators to attend planning sessions and chapter meetings.
- calling members' achievements to their attention.
- sharing copies of conference programs that highlight chapter members' participation.

- emphasizing how chapter activities and outside meetings relate to classroom learning.
- recognizing them with honorary membership, etc.



Other School Faculty and Groups

Establishing rapport with other faculty can be very important in obtaining support and cooperation for chapter activities. Do this by:

- inviting faculty to attend chapter activities.
- seeking their advice in matters related to their areas of expertise.
- working with other school classes or organizations on jointly sponsored projects that highlight the expertise of groups.
- supporting joint efforts with other career/technical student organizations, such as Career and Technical Education Week, or a career day.

Chapter Parents

Any adult who has something to offer the Business Professionals of America members could be classified as a chapter parent. Chapter parents need one qualification—caring about Business Professionals of America students and their interests and concerns.

Chapter parents might include:

- other family members—aunts, uncles, older brothers and sisters, grandparents, etc.
- former Business Professionals of America chapter members and advisors
- senior citizens
- single adults
- local business and professional persons

Chapter parents help by:

- providing resource persons for a chapter program or project.
- serving as consultants to a chapter committee or the advisor.
- assisting with fund-raising or other activities.
- conducting workshops in their areas of expertise.
- hosting training sessions or officers' retreats.
- speaking at community group meetings in support of Business Professionals of America.
- helping a new advisor become acquainted with the community.
- organizing "career days" and gathering community employment resources.

The possibilities are endless. But the most important role the chapter parent plays is that of a committed adult who, along with the chapter advisor, is willing to share time, talent, and enthusiasm.



Teacher Educators

Teacher educators are college or university instructors responsible for the preparation and supervision of student teachers. They also teach graduate level courses and workshops to help teachers develop skills needed to become effective advisors.

Teacher educators can help local and state associations by:

- introducing Business Professionals of America to all prospective teachers.
- requiring all student teachers to have experience working with a chapter.
- consulting with chapter advisors about how to set up and run a chapter.
- identifying resources that can strengthen the chapter.
- assisting chapters to set up advisory committees.

- guiding research projects related to Business Professionals of America.
- offering graduate courses for advisors.
- offering workshops at regional and state meetings.
- coordinating Business Professionals of America efforts with other teacher educators in the state.

Advisory Committees

Advisory committees are a necessary part of the organizational structure of career/technical education and the Business Professionals of America chapter. Such a committee provides advice and direction to the instructional program, as well as providing assistance in many areas of the chapter's program of activities.

Advisory committees can assist in selecting award winners, help make community service projects effective, and serve as resource persons at chapter meetings.

Every community has a wealth of resource persons who can add meaning to your chapter, its meetings, and activities. All you need to do is get them involved.

Suggested members would include employers, school officials, representatives from civic organizations, parents, public officials, and alumni members. Persons such as these are interested in promoting worthwhile student activities and organizations. Utilize them! Their expertise and experience can be invaluable to your chapter and its members.

Ideally, the committee consists of people with varied backgrounds and skills. Their expertise broadens chapter resources and their involvement increases community awareness of Business Professionals of America.

The advisory committee works with the chapter's advisor and executive council. Although each advisory committee operates a little differently, their responsibilities might be to:

- help define school community needs and interests.
- help establish good public relations in the community.
- help raise funds for scholarships, attending meetings, field trips, and special projects.
- serve the executive council in an advisory capacity.
- be available for consultations with the advisor.
- review chapter materials and suggest additional resources.
- locate resource persons for chapter projects.

Advisory committees vary in size and make-up

based on chapter needs. Personal contact is usually the key to convincing others to work with the chapter. Members can make personal visits to explain the organization and outline the responsibilities of being an advisory committee member. It is important that each advisory committee member understand the specific

responsibilities and limitations of the committee member role.

Using a committee member rotation system provides for committee continuity. Some new members are added each year while others continue serving on the committee.

How to Start a Chapter

Time spent in developing a vital Business Professionals of America program will be time well spent. The rewards are immense for the individual students, the teacher, the school, and the community. Any teacher who wants to give all to the students cannot afford to overlook the possibilities of Business Professionals of America. It is the best chance in the world to prepare your students for job requirements beyond skill development.

First Things First

If you're new to Business Professionals of America, your best preparation will be to familiarize yourself with its goals and objectives. This publication, the *Chapter Management Reference* should be your guide. It provides detailed information on the organization's program and purposes. Arm yourself with this information before beginning to recruit.

The best way to initiate an active chapter is to get a group of students interested—often the “natural” leaders—and let them stimulate the other students. They can form an “organizing committee” and plan an agenda for presenting Business Professionals of America to the rest of the class.

If there has been a chapter previously, it would be a good idea to use alumni members to talk about the organization. If your chapter is new, you could “borrow” members from another chapter in your school or community. Let them help explain Business Professionals of America.

If you are on your own, talk it all out with your organizing committee beforehand, and follow your established agenda.

One important thing to remember is not to expect handout sheets listing the purposes, goals, programs, pledge, colors, and so on, to do the job. Use handouts, yes, but discuss the contents. Present the program in terms that will appeal to students today, such as involvement, student action—a chance to do something for themselves and for others.

If a student is thinking, “I signed up for data processing, not a club. What has this got to do with

me?” You have to make it clear that it has a lot to do with him or her. A student's preparation for a job involves more than a skill. Success and effectiveness in a job may depend as much on standards of quality and ability to get along with people, as skill. In fact, without some preparation, a student may not even get the job that is desired. The student must understand that chapter time is an investment in the future.

Active membership recruitment is vital to the success of your chapter. It should bring chapter members into personal contact with all eligible students in your school. Students who have had no previous contact with Business Professionals of America will have to be “sold” on the benefits of joining. You can get the message to them in your orientation program. And you can keep interest high by giving new members meaningful responsibilities. To better prepare for recruiting, members need to know some of the financial aspects of the national organization.

What Do Members Get for Dues?

One of the most frequent questions asked by prospective members is, “What do I get from my dues?” Every member learns that dues buy only one thing, “Opportunity.” It buys the opportunity to be a part of a nationwide organization operating within the nation's schools to develop future leaders in business.

Regardless of whether you are trying to increase your own chapter's membership or sponsoring a new chapter, you will come across varied questions and “stumbling blocks” from potential members' excuses for not joining the organization. One of the major issues will be dues. Business Professionals of America is funded by membership dues, so it does take money to join a chapter. The lack of money on the part of potential members is not the hang-up. Most students can afford to join, but are just not convinced that membership is worth the investment. Therefore, it is important to show potential members what makes the program a good buy and how, through opportunities and membership services, they get their money's worth.

Business Professionals of America is a good investment because of the good return you get on your money. You can answer the “What’s in it for me?” questions with the following statements.

Leadership. The national officers and staff travel many miles yearly to conduct leadership workshops on the state and regional levels. The national staff researches and develops new programs, trains the national officers, and coordinates the National Leadership Conference.

Publicity. Business Professionals of America promotes individual and chapter projects through national magazines, newspapers, radio, and television.

Program Aids. Chapters and members receive:

- four issues of the *COMMUNIQUE* magazine online.
- four issues of the *Local Advisor’s Bulletin* online.
- *Special Recognition* and *Torch Awards Handbooks* online.
- National Leadership Conference information online.
- chapter promotional materials.
- national service project opportunity.
- awards program opportunities.
- national scholarship applications.
- membership cards.
- annual membership pin
- national fund-raising company contacts.
- promotional posters.
- online computer services.

Also available from the BPA Marketplace at www.bpamarketplace.org/ are numerous chapter management and promotional items. New merchandise is added annually.

How Do You Organize a Chapter?

The first step in organizing a chapter is to make the decision that you are willing to put forth the effort that it will require to be a good chapter advisor. Without your enthusiasm, dedication, support, and hard work, the organization will have little chance of success. Once you’ve made the decision, here are some additional steps to follow.

1. Get approval to establish a chapter.

Arrange for a meeting with your school administrators to discuss the purposes and benefits of Business Professionals of America. Do some research beforehand and present examples of chapter successes at other schools; stress the ways in which Business Professionals of America can be integrated into the curriculum, and the opportunities for student growth and development. Be able to present a brief outline of the steps to be taken in establishing the organization, including:

- time that will be required of the teacher
- scope of activities
- school facilities to be used
- amount of involvement of community members
- budget requirements

It may be worthwhile for you and an administrator to visit a chapter in another school. Involving administrators early in the organizing process will foster continued support and cooperation. Moreover, administrators may be invited to participate in Business Professionals of America as professional members and take part in such activities as installation and awards ceremonies.

2. Get in touch with the state advisor (www.bpanet.org/about/saac.aspx)

Contact the state advisor as the source for information and materials concerning the state and national organizations. Take advantage of *all* publications available to you! You never know which booklet may contain exactly the suggestion or answer for which you have been looking. You may also be able to request the state advisor or a state officer assist you in organizing your chapter. However, the success of the chapter depends on the *local* advisor’s ability and involvement.

3. Motivate students to join.

This aspect of the advisor’s task is perhaps the most challenging of all; involved and knowledgeable members are essential to a successful chapter. Because new students come into the school each year, the job of fostering interest is a continuous one. Students must be made aware of the existence of Business Professionals of America, and your positive attitude in the classroom can be the first step toward “getting the word out.” The following suggestions may be useful.

- Use classroom time to discuss the benefits of Business Professionals of America and some of the activities which may be involved.
- Meet with the students who are potential leaders and ask them to conduct an interest poll among other students.
- If there are former Business Professionals of America leaders in your area, ask them to assist in promoting the chapter.

The best motivational device is the organization itself; get activities started as soon as possible and encourage student participation.

4. Let parents know about Business Professionals of America.

Parents need to be made aware of the benefits of Business Professionals of America. You may be able to publicize the organization, or invite parents to attend a demonstration meeting at which students discuss chapter activities and benefits.

Whatever approach you decide upon, focus on the mutual concerns of parents and advisors:

- occupational experience
- scholarship
- citizenship
- use of time
- financial responsibility
- what is best for students

5. Conduct a meeting to organize a chapter.

Hold an organizational meeting while interest is high, shortly after Business Professionals of America has been introduced to students in the classroom.

Remember to:

- involve students at every stage of organizing.
- form a committee of students to help plan and conduct the organizational meeting.
- review leadership skills and parliamentary procedure with this group.
- let the committee determine who should serve as temporary officers until nominations and elections are held.
- get school clearance for meeting date, time, and location.
- develop, with your student committee, an agenda, keeping in mind a suggested 45-minute time limit for the chapter meeting.
- include on the agenda an explanation of the purposes of the organization, the organizational structure, and the responsibilities of officers.
- determine who will be responsible at the meeting for presenting items of business such as adopting a constitution and bylaws, selecting a nominating committee, setting local dues, setting meeting dates and time, and planning the next meeting.

After assignments have been made, help each of the students to successfully complete the tasks. The success of the first meeting will affect the involvement of students in future chapter activities.

6. Inform students of what is involved in membership.

Students need to get to know about Business Professionals of America, how it functions, and what role they can play in the organization. Promotion through classroom information and individual contacts can help better acquaint students with the opportunities and benefits available to them. Moreover, by fully integrating activities into the classroom and scheduling activities that will enhance the current area of classroom study, students will be more likely to realize the importance of the organization and want to participate. After the chapter has been established, it is important to remember the following.

- Make sure *each member* is actively involved in some phase of the organization.
- Develop a sense of team effort.
- Get involved in regional, state, and national activities and programs.

7. Adopt a constitution and bylaws.

A chapter constitution must be approved by the members before chapter business is deemed official. The *Chapter Management Reference*, the official reference manual, contains a suggested local constitution and bylaws.

In writing the constitution and bylaws, consider items such as:

- duties and responsibilities of members
- procedures for nominating and electing officers
- duties and responsibilities of elected officers
- forming standing and special committees, and the responsibilities of committee members
- developing a program of work
- setting dues
- scheduling meetings
- managing chapter funds

A committee should be appointed to examine the sample constitution and bylaws; the advisor should be available to assist the committee in this process. Make any changes to the sample which the committee feels are necessary. The constitution should then be presented to the entire chapter for approval. Next, submit the constitution to the school administration for approval to ensure that there is no conflict with school policy or school law. Final verification of the constitution and bylaws should then be made by the chapter. Once these steps have been completed, file a copy with the state and national organizations and request a charter.

8. Join the state and national organizations.

At the organizational meeting, a motion should be made to affiliate with the state and national organizations. After the motion has passed, complete the online form at www.registermychapter.com/bpamem/NewChap.asp to get the new chapter set up in the online registration system and receive a user name and password. Then proceed to the online **Membership Registration system** at www.registermychapter.com/bpamem/ and log in with user name and password and follow instructions completing each page of the membership registration process. **Be sure to hit the submit button at the end when you are finished or your membership information will not be submitted.**

Guidelines for Chapters*

IT DOESN'T MATTER

... whether your chapter is large or small.

... how many projects your chapter does.

...whether your meetings are before, during, or after school hours.

... how many officers your chapter has.

... how much money your chapter has.

... whether a particular job or project is done by your entire chapter, or by committees or special interest groups.

IT DOES MATTER

... that students interested in joining your chapter are informed about the organization.

... that all eligible students are invited to join your chapter.

... that your projects are chosen based on members' concerns and interests.

... that your projects and timetables are realistic for members to achieve.

...that each project helps members achieve one or more of the purposes of the organization and is related to the business field.

...that each meeting has a purpose or reason for being held and that members are told in advance, when, where, and why a meeting is being scheduled.

... that meetings are scheduled at times when all or most of your members can attend.

... that members decide what leadership roles need to be filled and who among them will fill those roles.

... that officers share their leadership/decision-making responsibilities and that all members are involved in each stage of your project planning.

... that chapter activities are planned within a budget so fund-raising doesn't become an all-consuming, year-long project.

... that everyone is satisfied with how a job is getting done.

... that every member interested in a particular project has a chance to be involved in it.

... that desirable AND not-so-desirable tasks are rotated.

*Compiled from the November/December 1980 issue of TEENTIMES, FCCLA publication.

Evaluating Your Chapter

A chapter that is serious about accomplishing its goals will find it is impossible to do so without honest, soul-searching evaluations at least twice a year.

Members and advisors should work cooperatively on an evaluation committee. This group should prepare a formal, written report for presentation to the entire chapter. The committee should also submit the report to the school administration and the state advisor.

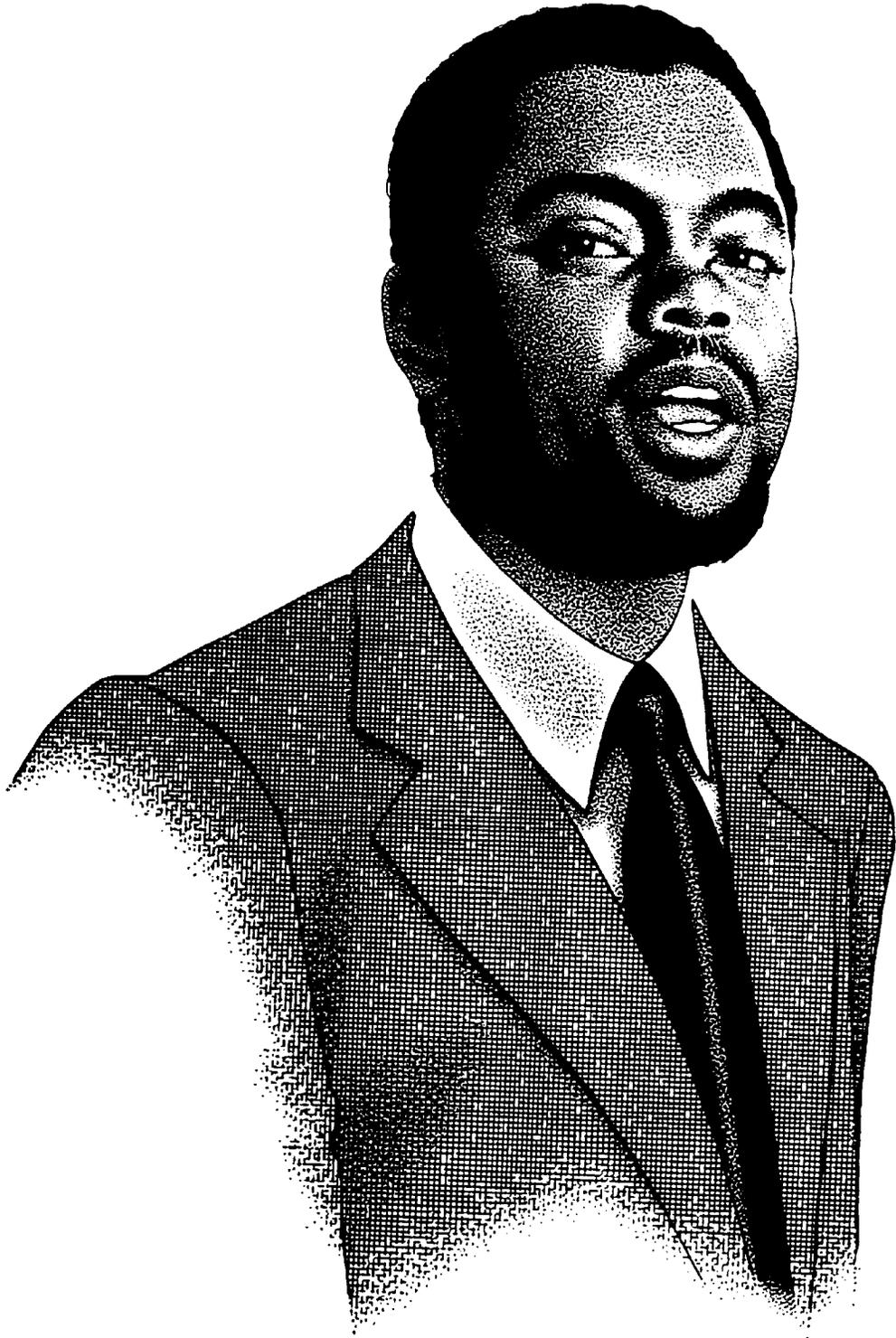
Evaluation is a means of improving the quality of present work and gives a basis for future planning.

The following evaluation form may aid the local chapter in determining its strengths and weaknesses. Rate your chapter, on a scale from one to three with three being the highest, on each of the following questions.

	Rating Scale		
	1	2	3
Active Cooperation			
Are members interested, active, cooperative, and informed?	_____	_____	_____
Is the advisor referred to for advice?	_____	_____	_____
Does each member assist with a chapter activity?	_____	_____	_____
Is a real effort made to find the abilities of each member?	_____	_____	_____
Program of Activities			
Are our activities based on Business Professionals of America purposes?	_____	_____	_____
Do we make use of state and national programs?	_____	_____	_____
Is it organized so that all members understand it?	_____	_____	_____
Is it planned early in the year and then carried through?	_____	_____	_____
Is Business Professionals of America part of the business education program?	_____	_____	_____
Good Advertising and Publicity			
How have we interpreted our Business Professionals of America program to the community and school?	_____	_____	_____
Have we completed chapter activities which help strengthen the school in our community?	_____	_____	_____
Business Professionals of America Activities			
Is our chapter promoting training of students for the business world?	_____	_____	_____
Have our activities helped members grow in social graces?	_____	_____	_____
Are our fund-raising projects educational and related to our goals?	_____	_____	_____
Opportunity to Learn			
Is effective use made of materials available through the state association and the National Center?	_____	_____	_____
Do chapter experiences provide opportunities for all members to develop leadership abilities?	_____	_____	_____
Democratic Cooperation and Understanding			
Have we promoted democracy and the development of creative leadership in school and community life?	_____	_____	_____
Are opportunities provided by the chapter for all members to learn to participate in group work?	_____	_____	_____
Are our chapter meetings orderly and well-planned?	_____	_____	_____
Do the members clearly understand Business Professionals of America goals, objectives, and values?	_____	_____	_____
Do our members recognize the opportunity for personal growth?	_____	_____	_____
Completion of Work—A Successful Chapter?			
Are accurate reports kept on file?	_____	_____	_____
Are necessary reports and dues sent promptly to the state and national organizations?	_____	_____	_____
Do we participate and assume our responsibilities in the state organization?	_____	_____	_____
Did the projects of our chapter help us achieve the goals we set?	_____	_____	_____
Do we use what we learn from our evaluation for future plans?	_____	_____	_____

Rating Scale for Evaluation
 Excellent 65-78 points
 Average 41-64 points
 Below Average Below 40 points

The Student Leader



The Student Leader

Effective Leadership

No two chapters of Business Professionals of America are alike; therefore, chapter and school needs should be considered before deciding on the leadership structure for the local chapter. The size of the chapter and the extent of involvement in activities will determine the number of chapter officers and other chapter leaders needed and how they will serve.

The students selected to serve in leadership roles (officers and committee chairmen) will need a combination of general and specific characteristics to be successful in their endeavors. First of all, they must be willing to work—being an officer is time consuming; each office has specific responsibilities and officers must place Business Professionals of America high on their priority list. Officers must be good students and have the ability to think and make good decisions; good students usually have the approval and respect of teachers and students.

Officers must be able to work with and get along with others; they must be able to delegate responsibility to the membership. Since officers are in key leadership positions they must be able to provide guidance and direction which moves the chapter in the right direction. Officers must provide the initiative and be the “spark” for the chapter.

Officers are frequently asked to speak before groups and must be able to give reports and take part in ceremonies during chapter meetings. It’s extremely important that officers are dependable and responsible—and willing to accept the results of their actions.

Serving as an officer is an opportunity to:

- gain experience
- acquire leadership skills
- give service to others
- be a team member
- help the chapter reach its goals

Officers are responsible for involving all members in chapter decision making and activities.

Traits of an Effective Leader

An effective leader has the following characteristics:

- understands the principles of democracy
- respects the rights and dignity of others
- realizes that every person can make a contribution
- has self-understanding
- accepts responsibilities
- does his/her part through work with the group
- gets along with people in a friendly manner
- is straightforward and agreeable with people

- is industrious
- praises individuals when praise is due
- is sensitive to basic trends and moods of the group
- is able to communicate thoughts and feelings in a clear and understandable manner
- is able to verbalize ideas of the group
- is well-informed on matters that concern the group
- arrives at decisions only after securing and studying pertinent information
- has confidence in his/her developed abilities
- shows trust for fellow group members
- is optimistic
- believes that group action can overcome obstacles and solve problems
- works within the group with zest and enjoyment
- is willing to compromise on issues
- has strength of conviction
- will take a stand and be counted
- can be convinced to take another view if the evidence indicates the view held to be wrong
- shows initiative in getting a group started
- plans carefully to initiate action
- proceeds in group discussion with know-how rather than with reckless abandon
- is public spirited
- desires and works for those things that benefit the group
- expresses facts or offers possible solutions when participating



Encouraging Member Participation

The effective leader will try to avoid using these statements:

We’ve never done it that way.

It’s not in the budget.

We’ve tried that before.

We’re not ready for it yet.

Yes, but our school is different.

That’s all right in theory, but it won’t work in practice.

It's too hard to administer.
Too much paperwork.
Let's not step on anyone's toes.
You don't understand our problem.
Has anyone else ever tried it?
We have too many projects now.
It's not good enough.

The effective leader will try to use these statements instead:

Thank you for sharing your idea.
That's not good! It's great!
Good job! It promotes other ideas!
I made a mistake; I'm sorry.
That would be exciting to try.
I personally couldn't do nearly that well.
I'm glad you brought that up.
I appreciate that you care.
That's the first time I've known of someone who thought of that.
You're on the right track.
We can always depend on you.
We can do a lot with that idea.
I have faith in you and your ideas.
I agree!

Leadership Skills

A good leader possesses a variety of skills such as:

1. decision-making skills
2. communication skills—verbal and written
3. parliamentary procedure skills
4. public relation skills
5. listening and understanding skills
6. creative problem-solving ability
7. the skill to use questions in developing group thinking
8. the skill to use humor effectively

In any group, it is necessary for a person to be able to communicate thoughts to other people. Success in dealing with people may depend a great deal upon you being able to communicate with them. Verbal and written communication are very important. You should develop skills in both areas, in order to participate in stating your personal ideas. This may involve verbal communication with one person or with many people.

Another skill of a group leader is the ability to lead small group discussions. Even in a committee meeting, the chairman must be able to lead the discussion so that the committee can take care of its business.

There are a few basic steps outlined below which should help you lead your group discussions effectively.

1. prepare for the discussion
2. organize the group

3. introduce the topic
4. keep the discussion on the topic
5. keep the discussion moving forward
6. give all a chance to contribute
7. keep the discussion from becoming too heated
8. stimulate discussion by asking questions
9. summarize the discussion at the end of the meeting
10. announce the next topic for discussion

Often a leader must employ problem-solving skills. Several steps that have been identified in the problem-solving process are as follows:

1. sensing that a problem exists
2. defining the problem
3. clarifying the goal
4. asking questions
5. guessing causes of the problem
6. judging if more information is needed
7. noticing relevant details of the problem situation
8. using familiar objects in unfamiliar ways
9. seeing implications

Beatitudes of Leadership

Blessed is the leader who has not sought out the high places, but who has been drafted into service because of ability and willingness to serve.

Blessed is the leader who knows where he or she is going, why he or she is going, and how to get there.

Blessed is the leader who knows no discouragement, who presents no alibi.

Blessed is the leader who knows how to lead without being dictatorial; true leaders are humble.

Blessed is the leader who seeks the best for all he or she serves.

Blessed is the leader who leads for the good of the most concerned, not for the personal gratification of his or her own ideas.

Blessed is the leader who develops leaders while leading.

Blessed is the leader who marches with the group, interpreting correctly the signs on the pathway to success.

Blessed is the leader who has his or her head in the clouds and feet on the ground.

Blessed is the leader who considers leadership an opportunity for service.

Qualities of a Leader

by Wilfred A. Peterson in "The Art of Living"

Simply and plainly defined, a leader is a person who has followers. The leader deserves to have followers. He has earned recognition. Authority alone is no longer enough to command respect. The leader is a great servant. The Master of Men expressed the ideal of leadership in a democracy when he said, "And, whosoever will be chief among you, let him be your servant."

The leader sees things through the eyes of the followers. He puts himself in their shoes and helps them make their dreams come true.

The leader does not say "Get going!" Instead he says, "Let's go!" and leads the way. He does not walk behind with a whip; he is out front with a banner! The leader assumes that his followers are workers with him, not for him. He considers them partners in the work and sees to it that they share in the rewards. He glorifies team spirit.

The leader duplicates himself in others. He is a man builder. He helps those under him to grow big because he realizes that the more big persons an organization has the stronger it will be. The leader does not hold people down; he lifts them up. He reaches out his hand to help the followers scale the peaks. The leader has faith in people. He believes in them, trusts them and thus draws out the best in them. He has found that they rise to his high expectations.

The leader uses his heart as well as his head. After he has looked at the facts with his head, he lets his heart take a look, too. He is not only a boss...he is also a friend.

The leader is a self-starter. He creates plans and sets them in motion. He is both a person of thought and a person of action...both a dreamer and a doer. The leader has a sense of humor. He is seeking the best way. He has an open mind.

The leader keeps his eyes on high goals. He strives to make the effort of his followers and himself contribute to the enrichment of personality, the achievement of more abundant living for all, and the improvement of civilization.

Attending Conferences Offers Opportunities for Leadership

Since Business Professionals of America is a national organization, annual meetings are held at state and national levels; in some states, conferences are also held on a regional/district basis. Members and officers should attend as many conferences as possible to receive valuable leadership training. Students can participate as delegates, voting delegates, officer candidates, or contestants. Before attending conferences, students need to know what issues will be discussed, what sessions are likely to include, and the tentative agenda.

Officer Responsibilities

It is important for the growth of each chapter to have a well-qualified and dependable group of officers. With capable officers, the business of the chapter will be conducted in the proper parliamentary fashion, an effective program of work which includes all members will be maintained, records and minutes will be up-to-date and complete, good publicity will be forthcoming, and all members will grow professionally.

Every consideration should be given by the membership in electing the officers. It is a mistake to look only for the most popular members. Qualifications for the positions should be the prime consideration. Every officer will not be familiar with duties and responsibilities when elected, but be sure a person is chosen who is willing to work hard to prepare to perform duties well. All chapter members should have a general understanding of the duties and responsibilities of each office as well as a knowledge of the qualities of leadership to look for, since only with this understanding and knowledge can a good slate of officers be elected.

A leader is one who can communicate ideas and feelings and yet is willing to listen and understand the need for democratic procedures. He or she respects the rights, the ability, and dignity of every member, and is able to convey enthusiasm and inspire confidence. A leader is vitally interested in everything that concerns the chapter and the community, and is willing to put the good of the chapter before personal desires.

Each officer should be familiar with the local, state, and national constitution and bylaws and with the annual programs of activities. Each should have personal copies of the booklets in the *Leadership Development Series*, the *Chapter Management Reference*, and other leadership training materials. Of course, the officer should cooperate with other officers and all members at all times.

To obtain and hold an office in any organization is a high honor requiring certain responsibilities. First and foremost, officers must enlarge their perspective from the purely member interest to

encompass the purposes of the organization and its effective and efficient functioning.

As a result, officers must prepare themselves for such responsibilities by:

- becoming increasingly skillful in the duties of their office by study and practice.
- developing a thorough knowledge of the constitutions and bylaws of the organization.
- schooling themselves to approach all issues objectively so that their decisions will be honestly reached for the “good of all.”
- carrying out all duties, thoroughly, on time, and to the best of their abilities.
- working cooperatively with all other officers and officials so that the leadership of the organization will be strong and effective to assume success of the program.
- giving willingly of time and effort which will be required of them.



Suggested Chapter Officers and Their Duties

The President

A good leader is one who can work with people and in turn get people to work with him or her for the good of the organization. He or she knows the work that has to be done and recognizes that it will take many people to do the job. The leader is able to judge impartially the interest and abilities of others and to determine where they can make the best

contribution to the program. The leader keeps informed at all times of the efforts and progress of those to whom a responsibility has been given and sees that the organization is moving forward.

The first duty of the president is to preside over all meetings. The manner in which this is done can make the difference between the success or failure of the chapter and its meetings. Characteristics of good leadership are indicated when:

- meetings begin on time and proceed in the pattern established by the order of business.
- the presiding officer shows a complete understanding of the matters under discussion and the possible effect of any recommendations on the organization.
- the president fully understands his or her function as a presiding officer and never interjects personal opinions or in any way dominates the situation.
- meetings are conducted by good parliamentary procedure and ample, but not excessive, time is allowed for discussion. A good president can bring the issue to a satisfactory conclusion when the discussion is being monopolized by certain individuals or when discussion is dragging because of insufficient response.

In presiding over meetings, the president should keep the following points in mind:

- Always have an agenda for a meeting.
- Read the agenda and state the purpose of the meeting at the beginning.
- Keep the meeting moving.
- Speak clearly and audibly.
- Prevent the meeting from breaking up into a series of private conversations.
- Speak to the entire group, not just one individual.
- Summarize what has been said and get a decision on a topic.
- When discussion indicates the members are not coming to an agreement, refer the item to a committee.
- Maintain control of the meeting without cutting off discussion.
- Serve as an umpire, not a contestant; don't argue with a speaker.
- Turn the meeting over to someone else if you have a point to make.
- Be aware of the physical comfort of all attending—temperature, drafts, lights, and thirst.
- Before adjourning the meeting, make sure that nothing has been omitted.

Other duties would be to:

- keep members on the subject and the discussion within a time limit.
- appoint committees and serve as an ex-officio member on them.

- call other officers to chair as necessary and desirable.
- represent the chapter at special school events and before outside organizations.
- coordinate chapter activities by keeping in close touch with other officers, the membership, and the advisor.
- keep chapter work moving in a satisfactory manner by following up on progress being made on all activities.
- call special meetings.

The Vice President

The office of vice president usually carries specific responsibilities for program planning. In most organizations, this is a major task involving many skills and much hard work. Generally, a committee is appointed to assist the vice president in determining the program topics and personnel involved, securing speakers, arranging for adequate facilities, and developing the printed program. Work on the program should start early in the year and be completed as early as possible to provide an effective and successful year of activities.

The vice president in Business Professionals of America chapters has the specific responsibility of coordinating all Torch Awards Program activities—from encouraging members to participate to making sure the résumés are completed accurately and sent in by the prescribed deadlines.

The vice president also assists the president by meeting with all committees, coordinating the program, and assuring that all activities are in keeping with general chapter practices.

It is important to note that the vice president must be prepared at any time to assume the office of president when necessary.

The Secretary

A good secretary contributes much toward the efficiency of a chapter. Some chapters have one or more recording and corresponding secretaries while others have only one secretary who performs all the duties belonging to that office. Whether your chapter has one secretary or more than one, you may find the following list of suggested duties helpful.

- Keep a complete and accurate account of proceedings of the chapter's business meetings and the meetings of officers. Minutes of meetings should include:
 - a. name of organization
 - b. kind of meeting
 - c. place, date, and time
 - d. name of presiding officer
 - e. approximate number present
 - f. all business proceedings



- g. reports of committees, motions stated, and action taken
- h. signature of secretary

- Keep a membership list and record of attendance at meetings.
- Serve as chairman of the membership committee.
- Call meeting to order in absence of the president and vice president, and entertain a motion for a temporary chairman.
- Read minutes of meetings and call president's attention to any unfinished business.
- Count the vote on either side, when a vote is by raising hands or standing, unless tellers have been appointed.
- Read correspondence directed to the group.
- Answer all correspondence promptly, and file the letters and the replies for future reference.
- Collect and record reports of all committees and all written resolutions.
- Advise the president on matters of business to be taken up or business procedures to be followed.
- Include in the secretary's book the following:
 - a. minutes of meetings
 - b. list of state and local officers
 - c. list of local committees
 - d. local, state, and national programs of work
 - e. local and state constitutions

Suggestions for Recording Minutes

The following suggestions may be helpful to the secretary in recording minutes.

- Use a uniform heading for reports. Such headings should include: identification of the meeting, date, place, time (usually), and members present

(use number if group is large; use individual list if group is small).

- Use underlined headings and a separate paragraph for each different item of the agenda.
- Start a new page for the report of each meeting.
- Allow margins on each page.
- Use only one side of the paper.
- Number each page.
- Write minutes in third person.
- In a meeting which tackles a problem or issue, state the problem, note the major points of agreement and the conclusion. If you are not certain a conclusion was reached, ask.
- Ask the group to check the accuracy of your record when you are in doubt about their opinion on a point.
- Record items in the order they are discussed. Notes can be cut apart and organized under headings later.
- Collect all committee reports and attach them to the minutes. It is not necessary to take notes on the reports—only on acceptance, rejection, or modification.
- Record the names of persons making motions. It is not necessary to record names of those seconding motions.
- Get the motions in the words of those who made them. If necessary, ask that the motion be written out.
- Tell the disposition of the motion.
- Keep the minutes as brief as possible, but include all essential information.
- State facts, not the opinions of the secretary.
- Read the minutes at the following meeting where necessary changes and corrections are made in order to secure approval.
- Include the minutes in the secretary's book in the approved form, typed (preferably) or written in longhand. Sign. They then become a permanent chapter record.

Examples of minutes of meetings are provided on pages 79 and 80. A style that suits the chapter's needs should be selected and used consistently. Chapter secretaries should have a copy of the *Leadership Development Series* booklet "2-Parliamentary Procedure Knowledge." It contains additional information about preparing agendas and minutes.

The Treasurer

A good treasurer contributes much toward the efficiency of the chapter. He or she should be accurate, prompt, and resourceful. Suggested duties are:

- Serve as chairman of the finance committee.
- Help plan the chapter budget for the year.
- Explain the proposed budget to the officers and the members.
- Keep accurate financial records.
- Receive and pay out chapter funds.
- Make a report to the members from time to time on the financial status of the chapter.

- Collect all state and national dues, and be responsible for their disbursement to the National Center.
- Keep financial records neat and up-to-date.
- Devise, with the assistance of the membership and advisor, appropriate fund-raising activities.
- Encourage systematic savings—individual and chapter thrift.
- Assist in preparing an annual statement of estimated receipts and expenditures.
- Protect the financial reputation of the chapter by seeing that its obligations are met promptly.

During each local chapter meeting, the treasurer should provide a report of financial activities since the last meeting and report. Treasurer duties will vary from chapter to chapter depending on the school's regulations for financial accounting. A sample report form treasurers could use in reporting to the membership is on page 80.

The Parliamentarian

The chapter parliamentarian is responsible for the smooth running of meetings according to proper parliamentary procedure. Suggested duties include being present at each meeting to advise the presiding officer on parliamentary procedure, if necessary; being familiar with the bylaws of the local chapter, state, and national organization; study parliamentary procedure if unfamiliar with all its principles; and attending and participating in officers' training programs.

Other duties might include:

- Assisting chapter members in understanding the fundamental purpose of parliamentary procedure.
- Having reference materials pertaining to parliamentary procedure available for each meeting.
- Watching for significant irregularities in parliamentary procedure and call them to the attention of the chair.
- Being prepared to explain any irregularity and its effect on the rights of all chapter members.

The Historian

The historian will provide pictorial and factual information to be kept as permanent records of the chapter's activities. Suggested duties are:

- Gather and classify chapter news.
- Prepare news notes and articles for publication or broadcast.
- Contact local newspapers, provide them a good photocopy or computer tiff or eps file of the logo, and supply issues of the "advance" news.
- Send news notes to state reporters.
- File clippings and pictures of chapter activities.
- Complete the chapter yearbook.
- Assist in maintaining a chapter bulletin board.

**MINUTES OF THE MEETING
OF THE
BUSINESS PROFESSIONALS OF AMERICA**

The regular monthly meeting of the Business Professionals of America was held on Monday, September 13, 19--. 20-- at 200 of the high school. At 4:00 p.m. Kevin Blackman, president, called the meeting to order with a word of welcome to the new members and guests. Since a number of those present were attending the meeting for the first time, Kevin briefly outlined the history and purpose of the organization.

Roll call was taken in the usual manner. There were 36 members and 4 guests present. 7 members were absent.

The minutes of the previous meeting were read and approved.

The Treasurer's report showed a balance on hand of \$1,285.00.

The Corresponding Secretary, Blanche Furnam, reported that only a few requests have been received for the promotional brochure published by the chapter.

Committee Reports

Membership Committee. Theresa Morgan announced that her committee is working on a new membership campaign.

Program Committee. No report.

Meeting Committee. Bill Williams reported that his committee will complete its work by October 15. It can be decided at a later date whether biweekly or monthly meetings will be more productive.

Old Business

Sally Abrams announced that the trip planned to Nationwide Insurance would be postponed until in December. Homecoming commitments necessitated the cancellation of many reservations.

New Business

Librarian Barbara Collins called the attention of the members to the many books now available on business and office occupations and said that, upon request, she would be glad to give each member a list of the most recent publications.

Adjournment

There being no further business, the meeting was adjourned at 4:55 p.m.

Joan Beamer
Joan Beamer, Recording Secretary

**Board of Directors
Minutes of the Meeting**

December 5, 19--. 20--
Board Room
Columbus, Ohio

Present Marilyn Farrell, James Pritchard, Clarence Goodale, Beverly Jackson, Ronald Binghamton, Lee Whitson, Nancy Olson, Sarah Dorf, and Betsy Harrison

Absent Henry Griswold, Sandra Campbell

Item	Discussion	Action
Call to Order	Lee Whitson, Chairman, at 9:05 a.m.	
Roll Call	Beverly Jackson, Secretary	
Agenda Changes		
Approval of Minutes		Approved with revisions
Announcements	Reception for guests, Conference Room Corporate Headquarters, Sunday, December 6, at 5:30 p.m.	Approved as distributed
Reports	A. Executive Director Report, Betsy Harrison Commendation to Sam Provin for putting together an outstanding annual report. B. Executive Committee, Sarah Dorf C. Financial Report, Betsy Harrison Discussion regarding White Service Company. Moved (Olson, Goodale) to actively investigate what companies can provide the organization with emblematic materials and report back at the next meeting. D. Department Chairman Report, Clarence Goodale	Accepted Accepted Carried Accepted
Committee Reports	A. Long Range Planning by James Pritchard Moved (Pritchard, Farrell) to adopt the Conference Preference Survey Form as presented (Attachment 1) Moved (Pritchard, Binghamton) to adopt the Incentive Program Ideas Form as presented (Attachment 2) B. Special Awards by Nancy Olson	Accepted Carried Defeated Accepted
Adjournment	at 11:45 a.m.	

Beverly Jackson
Beverly Jackson, Secretary

MINUTES OF MEETING

OPENING

The regular meeting of the Business Professionals of America, Southwest Chapter, met March 14 at the chapter room. The meeting was called to order by the president, Cynthia Blake, at 7:30 p.m. The opening ceremony was performed. A quorum was present.

MINUTES

The minutes of the meeting of February 7 were approved as read by the secretary, Carole Iverson.

FINANCIAL REPORT

Treasurer Don Brooke reported:

Balance Feb 7	\$240.85
No income	
Books	25.60
Balance Mar 14	\$215.25

OFFICER REPORTS

The president reported she had represented the chapter at the regional meeting. It was decided to hold a workshop in parliamentary procedure at the beginning of the year for officers of all organizations.

STANDING COMMITTEES

The membership committee, Sam White, Chairman, reported a total membership of 48. An orientation program is being planned for those initiated this year.

SPECIAL COMMITTEES

The special committee to which had been referred the purchase of a gavel for the chapter reported the following recommendation: "that the chapter purchase a gavel from the Balfour Supply Company at not over \$25.00." Motion by Dwight Anderson that this be adopted. Seconded and carried.

On motion by John Bright, seconded, the matter of the purchase of the gavel was re-committed to the same committee with power to act.

UNFINISHED BUSINESS

The motion postponed at the last meeting to buy books on parliamentary procedure was amended to insert "10" before "books". Amended motion carried.

NEW BUSINESS

Motion by Beatrice Adams, seconded and amended, that the chapter hold a dance at the community center on Friday at 8:30 p.m. Carried.

Motion by Rebecca Roberts, seconded, that the chapter have a cake bake on Saturday, May 16, was referred to a committee of three to be appointed by the president. Carried. Appointed were Phyllis Ogden, Chairman, Bernie Phillips, and Robert Jackson.

Motion made by Susan Norman, seconded, that the chapter sponsor a picnic on June 23.

Substitute amendment proposed by Gordon Bates, seconded, that the chapter hold a car wash on June 15.

Point of order raised by Dana Michel that the substitute amendment was not germane. The CHAIR ruled that the germaneness was due to both being chapter activities.

Decision appealed and Chair sustained.

Substitute amendment lost. Motion that the chapter sponsor a picnic on June 23 carried.

On motion by John Bright, seconded, that the vote on the motion carried earlier to hold a dance at the community center be reconsidered. Carried.

Motion was amended to insert "dinner" before "dance". Amended motion carried.

A motion by Dan Sears, seconded and amended, that delegates to the state conference will all wear straw hats during the conference. Adopted.

RESOLUTION ON DEATH OF JASON PERKINS

WHEREAS, The members of the Business Professionals of America Southwest Chapter desire to record their deep sorrow at the death on March 2, 19--. c20-- of member, Jason Perkins, who, from September, 5, 19--. to 20--. rch 2, 19--. 20--. a member of this chapter, be it

RESOLVED, That the members of this chapter hereby give formal expression of its great loss in the death of Jason Perkins, and does hereby note in its records the passing from this life of a young man who was esteemed by his fellow members, loved by his friends, and respected by all.

RESOLVED FURTHER, That a copy of this resolution be tendered to his family as a humble expression of the chapter's heartfelt sympathy in its bereavement.

ADJOURNMENT

Meeting adjourned, by general consent, at 9:30 p.m.

Carole Iverson
Carole Iverson, Secretary

Jan. 19, 20__ 4:00 pm CHS-36

Bill Griffin - 52 members -
 Mrs Young, Supt Webb
 Dec 17, minutes app was corrected - C white

Treas - \$195.50 - bills paid

Sp Committee Report - fishing trip trans -
 George Morgan moved to accept the
 recommendations of the comm that
 a school bus be used at the rate of
 35¢ per mile - passed

Report - Sr. class tree planted - hard
 maple - \$6.50

Supt Webb - announcements should
 be ordered

Steve Andrews moved to change the
 date for the senior trip from March
 10 to 19 Amend John Hanson to
 substitute the date 22nd for 19th - amend
 passed Motion as amended passed

5:00 pm - adjourn

CITY HIGH SCHOOL SENIOR CLASS MEETING

Minutes
 January 19, 20__

The regular meeting of the City High School Senior Class was held in Room 36 on Monday, January 19, 20__ at 4:00 p.m., President Bill Griffin, presiding.

Fifty-two members and Ms. Young, the class sponsor, were present. Superintendent Frank Webb was a visitor.

The minutes of the December 17, 20__ meeting were approved as corrected.

Diane Smith, Treasurer, reported a balance in the bank of \$195.50 with all bills paid.

The special committee appointed to investigate transportation for the annual fishing trip made its report. George Morgan moved to accept the recommendations of the committee that a school bus be used at the rate of 35¢ per mile. Motion carried.

The committee responsible for planning the senior class tree reported that a hard maple tree costing \$6.50 has been purchased and planted.

Superintendent Webb explained that the seniors should order their announcements in the near future.

Steve Andrews moved to change the date for the senior trip from March 10 to March 19. Amendment was offered by John Hanson to substitute the date 22nd for the 19th. Amendment carried. Motion as amended carried.

The meeting was adjourned at 5:00 p.m.

Mary Brown
 Mary Brown, Secretary

TREASURER'S REPORT

Balance on Hand _____	(Date of Last Report) _____	\$ _____
Income Since Last Report		
_____		\$ _____
_____		\$ _____
_____		\$ _____
	Total Income	\$ _____
	Subtotal (Balance on Hand Plus Income)	\$ _____
Expenditures Since Last Report		
_____		\$ _____
_____		\$ _____
	Total Expenditures	\$ _____
Balance On Hand (Subtotal Minus Expenditures)		
	Give Date _____	\$ _____
	Signed _____	
	Treasurer	

- Supply material for reports.
- Assist with planning and arranging chapter exhibits.
- Arrange for Business Professionals of America participation in local radio and/or TV programs.

Committee Work

Committee Report

NAME OF COMMITTEE _____

CHAIRPERSON _____ DATE _____

COMMITTEE MEMBERS

PRESENT _____

ABSENT _____

PURPOSE OF MEETING _____

RECOMMENDED ACTION TO BE TAKEN _____

COMMENTS _____

CHAIRPERSON SIGNATURE _____

SECRETARY SIGNATURE _____



A key to the successful operation of any chapter is the formation of committees. There's always a need for committee members and someone to lead the committee. Active members will have many opportunities to serve on committees and to be chairmen.

Most of a chapter's work will be accomplished through committees since all members can't be involved in all planning and involvement in every activity. Members will need to become part of committees that are of greatest interest to them. There are several types of committees.

A **standing committee** is a permanent committee whose duties include a whole area of the chapter's work. For example, most chapters have a social committee that oversees the general social activities calendar for the year. However, the group may decide that a separate committee should handle the employer-employee banquet each spring because of the numerous details involved. A **special committee** would then be appointed by the chair or elected by the group to handle that specific assignment. Once the banquet is completed, the committee would cease to function.

A **committee of the whole** is made up of all members acting as a committee to discuss some subject which the chapter is not yet ready to act upon.

Committees should have a chairman and a recorder. Utilizing a form similar to that shown on page 81 will help the chairman in reporting to the membership during a regular meeting—and it will provide a written record of who attended and what was accomplished during the committee meeting.

Committees generally have four functions—

Investigation—gathering information and reporting findings to the group.

Planning—making recommendations to the group based on information gathered.

Action—taking needed action based on the group's recommendations.

Evaluation—assessing the outcome of actions taken and determining further action if necessary.

Committee Organization

There are several reasons for establishing a committee, the most obvious being that it is very difficult to have the entire organization work on a project at once. However, several committees can do an excellent job of organizing a project. A committee can usually work much faster in making decisions and get the job done effectively.

The chapter and its officers must learn to delegate authority and work to committees. Competent and responsible members are placed on committees; the officers don't do all of the work. They do organize the work and get it started; members of the organization take the responsibility off the officers' shoulders.

If a committee chairman wasn't appointed by the president, committee members select a chairman. There are two parties which accept responsibility in committee work—the chairman and the committee members.

A committee consists of a committee chairman, a secretary, and three or more members, depending upon the size of the chapter. Committees must have a suitable place to meet, if best results are to be secured. A table and chairs, located in a room where there is a minimum of interference, are desirable.

Normally, the previous year's activities, including accomplishments and recommendations, are to be available to the committee. The committee secretary has pencil or pen, and paper to record the committee recommendations.

Most committees will have members who are inexperienced in committee work. They may not be acquainted with the chapter program of activities or their responsibilities as members. The chairman is responsible for making these explanations to the committee, as well as giving directions to its work.

The chairman reviews the previous year's program for suggestions on old activities or any new ones which are to be considered. It is then the committees' responsibility, under the leadership of the chairman, to recommend activities for the year.

After the committee work has been finished, the chairman or secretary reports its work to the chapter for approval, suggestions, or changes. After being approved by the chapter, the committee recommendations become a part of the chapter program of activities.

The chairman of a committee is a very valuable individual in the chapter organization. However, the activities recommended by the committee reflect the best thinking of the combined committee members, under the leadership of the chairman.

The following checklist can be used to evaluate individual committee members.

- Attends all meetings of the committee.
- Does not talk to others about something else.
- Enters into the discussions during the meeting.
- Offers ideas and makes suggestions.
- Does not dominate the discussion.
- Does not get mad if things do not go his or her way.
- Accepts responsibility and jobs that need to be done.
- Completes all the jobs and responsibilities given to him or her.

Committees submit a written report for each meeting held.

Committee Chairmen

An effective chairman is the key to making the committee successful; one who can provide leadership for the committee, one who is an organizer and can stimulate the committee to do its work. The chairman must also do a fair share of the work.

The chairman of a committee is able to arrange the committee's membership, organization, and meeting place as well as explain to the committee members the purpose and duties of the committee.

The committee chairman is responsible for the performance of the committee, holds committee meetings, checks on the progress of the committee members on the job, and provides the leadership for the committee members.

Conducting the Committee Meeting

Generally, the committee chairman need *not* use formal parliamentary procedure and may enter the discussion with the other members while guiding discussion. The chairman is not a "boss" but rather tries to involve all the members by asking for their ideas and opinions.

The following checklist can be used as a guide for the committee chairman.

- Look at the committee duties and decide what and when they are to be completed.
- Analyze the committee responsibilities and break them down into logical parts for a committee meeting. What needs to be accomplished today?
- Prepare the agenda for committee meetings.
- Be able to conduct a discussion giving each member an opportunity to speak.
- Refrain from expressing ideas too frequently.
- Lead the discussion and summarize the decisions of the group as they develop.
- Make every member feel that he or she has important contributions to make to the work of the committee.
- Schedule meetings at convenient times and locations.
- See that a progress report is made at the regular meeting of the organization on the activities of the committee.

Committee Members

The following types of people are ideal committee members.

The Initiator suggests or proposes new ways of approaching a group problem or goal, and proposes alternate solutions.

The Opinion Seeker asks for value judgments, feelings, thoughts, attitudes, interpretations, and asks questions such as "How does it seem to you?" and "How do you feel?"

The Opinion Giver makes a value judgment, expresses a thought or attitude, makes an interpretation or diagnosis, and often uses such terms as, "It seems to me," "I think," and "I feel."

The Information Seeker asks for clarification in terms of facts, evidence, examples, or experiences pertinent to the problem at hand.

The Information Giver gives facts or generalizations which are "authoritative," cites evidence or experiences pertinent to the problem at hand.

The Elaborator spells out suggestions, offers a rationale for suggestions made, and tries to deduce how an idea or suggestion would work, if adopted

The Evaluator Critic questions the practicality, the logic, the facts, or the procedure of a suggestion or idea under discussion.

The Summarizer defines where the group is now in its thinking or acting process, and pulls together main threads of development to clarify the issue.

The Recorder writes down suggestions, makes a record of decision, writes down the product of discussion, and acts as the “group memory.”

The Integrator shows or clarifies the relationship among various ideas and suggestions, and tries to coordinate the activities of various members or subgroups.

The Orienter defines the position of the group with respect to its goals, and raises questions about the directions which the group is taking.

The Procedural Technician expedites movements by doing things for the group, e.g., distributing materials, rearranging the seats.

What Went Wrong?

Why wasn't a committee successful in carrying out its assigned tasks? It may be that a member doesn't understand how a committee is supposed to function or what the responsibilities are as a member or chairman. If a committee has failed, ask the following questions:

- Did the committee know its responsibilities?
- Did the chairman and members know how to conduct a meeting?
- Were the appointed members interested in the project?
- Did the committee have enough time to do its work?
- Was the committee too large or too small to handle its duties?
- Did the chapter officers and/or advisor provide enough guidance to get the committee started?

Select the Right Members for the Committee

A committee does not amount to much if the chapter members on it are not suited or not interested in the activities for which they will be responsible. It is probably impossible to put 100 percent of the members on committees and have them all interested. However, a large percentage of the members will become motivated if they are carefully selected. Consider the following questions when selecting members for a committee.

- Which individuals will be most interested in the activities for which the committee will be responsible? Have you asked members which committees would be of most interest to them?
- Which members have the knowledge, skill, or access to information needed by the committee?
- Which members will benefit most by working with committee members who have had more experience?
- Are there members who will contribute and take a more active part in the chapter if they are on a certain committee?
- Are there some individuals who will work together better than others?
- Does the chairman have some members in mind he or she would like to have on the committee?

The above questions indicate that a chapter needs to give careful consideration to the selection of committee members. In general, the more important the committee, the more care is required in selecting its members.

Reporting to the Chapter

Once the committee has completed its work, it should report its results to the chapter. Most chapters will have time for committee reports during the business meeting. The committee will want to give a detailed report, so that the members are completely informed. Complete reports are given for the purpose of providing adequate information on the work being done, thus the members will be better able to take action (voting) if asked to do so. Since the committee is operating on behalf of all members, they have the right to know what is going on.

Committees should be given deadlines for reporting back to the chapter. This helps to keep the committees working, and aids them in budgeting time to get the job done. This schedule of reporting for standing committees can be set up early in the year. A good time for scheduling reports would be when the committees are organized. Changes in the schedule can be made later if necessary.

Evaluating is Important

At the conclusion of committee work, progress should be evaluated. Questions such as the following will help in the evaluating process:

- What was our original purpose as a committee?
- What specific goals are we pursuing in light of our purpose?
- What have we actually accomplished toward our goals?
- How could we improve our performance?
- What obstacles prevent us from moving ahead?
- What should we eliminate or change?
- What direction or projects have we not explored?

- If the committee has satisfactorily completed its assignment, should it be disbanded? be available on a standby basis? be assigned new responsibilities?

Individual committee members can evaluate their own performance and participation by answering the following questions:

- Did I participate by being a good listener? Did I speak concisely and to the point?
- How would I like to change my role in the group the next time?
- Were the original goals of the meeting accomplished?
- Was each item on the agenda covered sufficiently, or are some decisions still pending?
- Did any new ideas surface at the meeting for future discussion, or did the discussion continually revolve around the same idea?
- Did the chairman keep the verbal traffic flowing in a just and orderly fashion, or did he let the meeting get bogged down?
- Was the meeting one of action and decision, or was it mostly just talk?
- Was proper attention given to the details of the meeting? Did we start and stop on time? Did the chairman prepare an agenda?
- Did the committee utilize constructive techniques for planning, solving problems, and making decisions?

Effective Chapter Meetings

Business Professionals of America chapter meetings can and should serve a useful and important service. In order for the meeting to be effective, the following details must be followed.

- An agenda may be compared to a well-marked road map. It will list the items for discussion and assure that the members stay on pre-determined topics. The agenda is prepared by the president with suggestions from other members of the executive committee. It is prepared and sent to all members or posted before the meeting.
- Chapter meetings are most effective when all members are present and participate. They will be present when they are given sufficient time to plan ahead to be there. For this reason, the agenda is placed in each member's hands in advance of the meeting.
- The meeting place is to be conveniently located, comfortable, and arranged for the meeting, properly lighted, and ventilated. All materials needed are available; this includes ceremonial items, handouts, audio-visual presentations, committee reports, etc.
- Meetings have a stated opening time and a closing time. The president must make a strong effort to begin the meeting on time, move through the agenda in a businesslike way, and adjourn the meeting at the scheduled time.
- All people are different and all people are important. It is necessary, therefore, to have all members present and taking part in discussions. When any of the members seem to be "left behind" in a discussion, an effort is to be made by other members to get them involved.
- At the same time, there is always a danger that one or two people may dominate the meeting. This can be minimized by asking for the ideas of members who are not as outspoken as others.

Making Meetings Move

Let's take a close look at what goes on at a chapter meeting. What takes place when the president and members sit down to consider a problem together?

Most group meetings follow a pattern. The cycle of most group meetings can be predicted—as can some of the problems. The experienced member is aware that at certain points the group process is most likely to bog down.

When a meeting begins to drag...when there is a breakdown in communication, what really has happened? Often, the group has come to the end of one stage and need assistance in getting to the next phase of the pattern.

Let's be specific. Usually, the pattern of development in even the most effective chapter meetings follows this cycle:

- Getting started
- Limited participation
- Discussion of minor issues
- Increased participation
- Discussion of major issues
- Decisions and recommendations

You will be surprised how a simple to-the-point question can get the meeting off dead center.

Organizing the Chapter Meeting

Well-planned, regularly held chapter meetings are necessary for maintaining member interest, ensuring regular attendance, and for promoting the general welfare of the group. An annual program should be planned in September (or May if spring elections are held) by a committee, and each

meeting becomes a part of the annual program, rather than just a gathering. Meetings are held to conduct business or present a specific program—never just for the sake of meeting.

The official opening and ceremonies are used at all regular meetings. Special chapter meetings called for specific purposes do not necessarily follow the procedure outlined for regular meetings. They are usually short to take care of urgent matters affecting the chapter or certain members.

Most people don't like to go to a meeting and just sit. They like to have an opportunity to do something. A dash of the unexpected is good tonic for every meeting. It keeps attendance high. Use imagination in selecting materials and resource people for meetings.

Setting Up the Meeting Room

A well-arranged meeting room that includes all of the necessary items of equipment lends dignity to Business Professionals of America gatherings and creates a desirable spirit of enthusiasm and pride. Following is a list of standard chapter equipment and reference materials needed for a chapter meeting.

- American flag
- Business Professionals of America banner and flag
- Gavel
- Ceremonial emblem
- Secretary's notebook
- Treasurer's notebook
- Official yearbook(s)
- Charter(s)—framed
- *Robert's Rules of Order, Newly Revised*
- *Chapter Management Reference*

Participation—Not Manipulation

All of us have a need for status, recognition, and power. If these needs are not met elsewhere, they can easily intrude into the chapter meeting and interfere with the participation of the group. No member should be ashamed of wanting power, status, and recognition; we must all be sensitive to our emotional blind spots and guard against the instinct to manipulate the group to satisfy our own needs.

Some common manipulative practices cause chapter members to leave meetings muttering, "I wish I hadn't come." A few of these practices are described here. How many do you recognize?

Benny the Blocker subtly keeps the meeting stalled by irrelevant interruptions. He changes the subject, tells unrelated jokes and stories, and argues without listening. Benny doesn't bend easily.

Edith the Evader interferes with the meeting process through passive withdrawal, bored doodling, falling asleep, whispering to her neighbors, and irritated looks and sighs.

Barney the Bully is out to control the chapter's decision by personal criticism. He pulls rank, barks orders, quotes authorities, obligates others to him, and otherwise threatens the group.

Polly the Pole Sitter tricks the members into noticing and revolving around her through subtle tactics. They range from frequent displays of emotion and excessive talking to playing stupid or confused. There's a ring of inappropriate laughter to pretty Polly, too!

You can contribute to the harmony and productivity of your committee by taking any combination of these roles:

Larry the Leader offers suggestions, directions, and possibilities for discussion. He's always ready to help individuals, as well as the group, to meet the chapter's goals.

Connie the Coordinator sees that all ideas, information, questions, and reservations are linked together into meaningful summary statements. These summaries enable the members to see the whole picture while it deals with each part.

Edward the Encourager supports and assists other members as they seek to share their feelings and ideas. He knows the value of a kind word or a pat on the back when the going gets tough.

Clarissa the Clarifier probes and pushes to help members sharpen the meaning of their "meaningful" statements. Count on Clarissa to keep the group honest and ever on the track toward its original goals.

Don the Demonstrator is the model of what you would like other members to be. If the members are evading a problem, Don is quick to bring it out into the open and suggest a solution. If the chapter is off the track, it doesn't take Don long to provide or ask for a restatement of the goals for the meeting.

Debbie the Decider is willing to take a stand. After she has examined the issues, asked her questions, and considered all the alternatives, she is willing to commit herself. She avoids being opinionated, and she is willing to compromise. But no one doubts what Debbie thinks would be the best decision.

Consider the Five W's

If a meeting is going to go awry, it usually happens *before* it ever comes to order. By thinking through the 5 W's, pitfalls can be avoided before they actually happen.

Who? Be sure that all members know about the meeting. Be sure to especially invite new members to provide new ideas. Be sure all special guests have been invited.

Why? Be sure that there's a purpose for holding the meeting. Has the agenda been distributed so that all those scheduled to give a report will be prepared?

What? What is to be accomplished in the meeting? Without a clear understanding of exactly what is to be accomplished, members will find it easy to ramble.

When? Try to schedule meetings when they won't be competing with other things. Schedule them for definite time periods—and stick to the schedule.

Where? Make sure the room selected is suitable for the purpose—is the proper size, is well ventilated, and is free from distractions and interruptions. Have all materials on hand and make sure the equipment is in working order.

Characteristics of a Good Chapter Meeting

- Conducted according to accepted parliamentary procedure.
- Carefully planned in advance.
- Starts and closes on time.
- Proceeds according to an established order of business.
- Includes well-prepared committee and officer reports.
- Shows that each officer is familiar with duties and responsibilities.
- Interesting and participation is fun.
- Provides for maximum member participation.
- Includes *both* business and entertainment features.
- Moves along with “snap” and does not waste time.
- Allows ample time for discussion and decision-making.
- Proceeds with a minimum of active participation by the advisor.



Meeting Time Savers

Chapter meetings must frequently be shortened in order to get everything accomplished in a set amount of time. Suggestions are included here to help save valuable time during these shortened meetings:

- Instead of roll call, members can drop their names in a box as they enter or everyone can sign a sheet of paper.
- Occasionally, shorten or omit the opening and closing ceremonies.
- Post the previous meeting's minutes for members to read and correct.
- Alternate reports of officers and committees at different meetings rather than having them at every meeting.
- Committee reports can be limited to two minutes with three minutes of discussion on each report.
- Buzz sessions can be limited to six or eight minutes, leaving the rest of the time to report back to the group and make decisions or summarize findings.
- See that the room and necessary materials are arranged in advance.
- Have a timekeeper watch a clock so that all stay on schedule; be sure that all participants know the time limitations.
- Post meeting notices to remind members of meeting's focus, time, and date.
- Call only on committees that have reports to give.
- Familiarize all members with parliamentary procedure during one special session, if it will be used for business meetings.
- If serving refreshments, combine with another meeting activity to save time.

Chapter Meeting Evaluation

Use this checklist in evaluating chapter meetings. Can you answer “yes” to each question?

1. Are all regular meetings scheduled well in advance and at the time posted?
2. Does the executive committee meet before each regular meeting?
3. Do members attend the meetings regularly?
4. Do the meetings start and end on time?
5. Are the meetings fun to attend?
6. Does the advisor sit back and let the officers conduct the meeting?
7. Are the meetings orderly and is correct parliamentary procedure used?
8. Is an agenda of the meetings distributed well in advance of meeting?
9. Do all officers know their parts and responsibilities?
10. Do all members have an opportunity to participate in the meetings?
11. Do the meetings accomplish what they are supposed to accomplish?
12. Does the chapter have special meetings only occasionally?
13. Do members stick to business and not participate in “horse play” or “goofing around?”
14. Are committee and officer reports given regularly and effectively?
15. Are non-members who are invited to attend impressed with what they see?
16. Are recreation and entertainment provided frequently?
17. Are all members allowed to express their points of view?
18. Do the meetings end on time and not “drag out?”
19. Are opening and closing ceremonies used at every meeting? Are they conducted in an impressive manner?
20. Do the meetings allow for decisions to be made rather than being “cut and dry?”

Effective Public Relations



Public relations involves making people aware of Business Professionals of America and helping them understand its purposes and goals. Speaking and meeting people offer opportunities to tell the Business Professionals of America story.

Good public relations should be a major goal of any local chapter. Public relations should give the general public an awareness of the good work that students engaged in business and office education are doing—not only to better themselves, but also their community, state, nation, and world.

Public relations is a means by which business and office educators can create respect and win recognition for their students and the programs in which they train. It is and should be a major part of

your activities. Public relations informs, creates awareness and understanding, and promotes a favorable attitude. It is essential to your chapter's growth because you need the help of people outside the chapter. You and your members will have to “sell” others on the merits of Business Professionals of America and convince them of its importance to students, the school, and the community. You will have to make them want to get involved. Public relations is the way to do it.

The public judges an enterprise by what it does and by what it says. If its purpose is sound, its services good, its people aggressive and successful individually, and its program beneficial, your community, state, and nation should be told about it. This combination of sound policies and good practices, multiplied by effective publicity, is what produces good public relations. Good publicity for activities will perform several functions, such as:

- Keep students informed and interested
- Attract additional students to the chapter
- Maintain pride among students and stimulate further progress
- Create interest on the part of the general public

Publicity covering projects and programs which have a state or regional appeal should be handled by the state advisor. These will include such things as the state leadership conference, guest speakers of national prominence, competitions, outstanding or unique accomplishments of individual members of chapters, etc.

If the news is of broad interest—of interest to people outside the immediate state or region—the item should be forwarded to the National Center to be included in a news release or the *COMMUNIQUE*. Published news benefits the state organization and builds prestige and support at a national level.

Publicity will also build enthusiasm among your chapter members. Everyone likes to read his or her name in the newspaper, even if it is the school newspaper. It is perhaps an even greater thrill to hear your name over the radio or see yourself on TV. Publicity for chapter activities will tend to create more interest and hard work on the part of members. They will know that people are “watching” and want to do their best.

What’s more, public relations activities are an excellent leadership development experience. They will require members to develop both initiative and social poise.

Fund-raising as a Public Relations Activity

On many occasions, your chapter members will plan fund-raising projects; they will need the money to purchase chapter items, to go on special trips, and to attend conferences. Aside from the valid need to raise funds and fund-raising’s role as an educational, leadership experience, this is also an opportunity to promote Business Professionals of America.

When planning your fund-raising project, have your members prepare a written presentation to learn before beginning to sell. Assign each student to a selling area. Have the *first* tell about Business Professionals of America and then present the products. Doubtless, you will make many friends for Business Professionals of America through use of this approach.

Special Occasions for Public Relations

If you learn the ropes, it will be easy for you to receive publicity, thereby creating goodwill for Business Professionals of America during the numerous special occasions that come up each year.

- Any activities such as recruiting associate members, career day and open house, employer-employee banquet, school or community improvement projects, and visits to local business establishments.
- Business Professionals of America Week is a special week for members everywhere. It is probably the best opportunity for public relations you will have during the year. Take advantage of it!
- Regional, state, and national conferences make many interesting news stories possible. Your

community members will be interested in reading about who is attending, special activities, students campaigning for office, awards won, and so forth. Be sure to provide both “pre-” and “post-” conference news.



What is News?

Learn to recognize and use publicity only for those things that interest others. News media wants to capture the attention of their audience and hold it. Many members and chapter accomplishments will do this.

The *Wire* magazine is anxious to hear from you concerning projects and activities (jellis@bpa.org). The national magazine serves as an idea exchange, and your ideas may spark others. Consider that an item about your chapter in the national magazine will create prestige for your state in the national organization. If your state is active, you should let everyone know about it.

Your news story must compete for space or time with stories of other events. If you want your story to get published or receive air time, be sure it is well prepared and is newsworthy. By reading (or watching) your local media, by asking questions about what editors want, and by learning something about the jobs of the people who work for newspapers, radio, and TV, you can help yourself to do a better “PR” job.

Don’t waste time complaining that editors only print bad news and never good news. Lots of good news is printed. Just work hard at seeing that some of it is yours.



URGENT

Deadlines

News work is carried on under continual deadline pressure. A news staff has a limited amount of time to gather, write, edit, and produce stories. On large daily newspapers, this time is often measured in hours which rapidly becomes minutes. The same pressure applies to radio and television, but here the deadlines are even more frequent.

Writing a News Release

Preparing news items for the editor of local papers will be the job of your chapter historian. He or she should be briefed on the necessity of taking these in



person to the editor. You could go with the student to introduce him or her and to acquaint yourself with your local paper and its needs. Items delivered in person generally receive more attention than those sent through the mail.

Your historian should become familiar with the following “rules of thumb” before submitting articles:

Type double-spaced on good quality, 8 1/2" x 11" paper. Be sure to read over the material before submitting to make sure that it is “newsworthy.” Remember the five W’s—WHO, WHAT, WHEN, WHERE, AND WHY—and place these first in the article. If possible, a sixth, HOW, should be included. It is important that your “lead” (first sentences or paragraph) captures the attention of a reader or listener and makes him or her want to know more.

Now, go into the details of your story. Each succeeding paragraph should be of declining importance. If an editor cannot use the whole release, he can then cut from the bottom—where the least important details are given. Be concise. If possible, have a standard letterhead type format for your news release. This should carry the name of the Business Professionals of America contact address and telephone number, probably that of your advisor.

Writing Tips

1. Use short words, short sentences, short paragraphs.
2. Be brief. Almost every news release can be written on one or two double-spaced typewritten pages.
3. Always give the exact date in a news release, “October 10” rather than next Thursday or next month. Double check date and day of the week on the calendar.
4. List address as well as name of the meeting place. Remember, you are writing for people who may not know.
5. Never use a word in a news release that you cannot use in everyday conversation.
6. Forget adjectives and flowery words.
7. Using figures? Spell them out from one to ten; use numerals from 11 on up. Never begin a sentence with numerals.
8. Use a person’s complete name the first time it is mentioned. Thereafter you may use only Mr., Mrs., or Ms., and the last name.
9. Never guess. Check every point of your story for accuracy, especially dates, times, places, and names. Never use phone numbers. News copy goes through many hands. The chance for error is great. Never use last names without first names except in second reference.

Mechanics of Preparing a Release

When identical, individually typed releases are sent out, be sure to list at the top of the release just which newspaper and broadcast outlets are getting identical stories. Be sure to keep a copy of every

release you send out. Leave ample margins (1 ½") on each side of the paper. In the upper left hand corner of the first page, type the name of the Business Professionals of America contact, address, and telephone number. Next, type the release date in the upper right hand corner. "FOR IMMEDIATE RELEASE" means the editor or broadcaster can use it at once. If at all possible, your release should carry this notation.

If you **MUST** ask for a specific publication date, it should read, "RELEASE AFTER 4:00 p.m., THURSDAY, APRIL 10, 20__." Such releases complicate an editor's job, so this should be avoided whenever possible. Always start typing your copy one third of the way down the first page. The editor needs this space left open to write a headline for your story and give other instructions. (Most editors prefer to write the headline of your story, but a few may ask you to supply one.) Check each one and follow the editor's wishes. If your story must run more than one page, write "More" at the bottom of each page except the last. Always end each page with a complete sentence and paragraph.

When your release runs more than one page, type the Business Professionals of America name at the top of each succeeding page. Type three ### under the final paragraph of the news release.

Many newspapers and magazines supply a style sheet on request, telling how they capitalize, abbreviate, spell, and punctuate their copy. Follow the editorial style of each paper carefully.

Features

Good features are always welcome to news people. Features are stories that contain human interest "angles" on Business Professionals of America members, their projects, and events. Often features include photos and do not have the limitation of hard news deadlines. Usually the "angle" or basis for the feature is supplied by you and the newspaper person will follow up by doing the story and taking the photos. Editorials, stories by columnists, and radio interviews can be considered as features if they present Business Professionals of America's point of view or involvement in a community project. Opportunities for features should not be neglected; they must be planned in advance—usually a week or more.

Pictures

Good photographs enhance any news story. Many local activities will lend themselves to a photo and the old saying "A picture is worth a thousand words," is certainly true.

Photograph requirements are indefinite, paper by paper, magazine by magazine, varying greatly upon

the make-up and budget of each one. Check with each editor to determine needs and requirements. Note carefully what each will supply and what you are expected to provide for the kind of picture publicity you need. Some newspapers will send a photographer to cover the story, as will some magazines. Others will be glad to use photographs if they are furnished to them in proper form. Be sure, if you send pictures, to follow the editor's directions for photo arrangement, size, and finish of prints.

When you contact the editor, find out just how far in advance it will be necessary to get in touch to schedule a picture story. Contact the editor when you have such a story in mind. All pictures require advance planning. You should have no more than two or three persons in a picture and **THEY SHOULD BE DOING SOMETHING**. Work out action plans in advance, developing props to create interest. Follow your photographer's suggestion for picture composition. A good photographer has this special knowledge and may also have definite orders from the editor if he or she is representing a newspaper or magazine.

Have everything ready so that the photographer can get to work quickly on arrival. Someone should be designated to answer questions and to identify, by name and title, the people to be photographed. A typewritten list made up in advance is most helpful to the photographer. Editors will tell you how to prepare and attach captions to any photographs which you submit. As a general rule, the caption (identification of picture) is typed on a piece of plain white paper. Be sure to leave space above the typing to be used as a "paste-up space." Apply paste to approximately one inch of space immediately above the typing. Attach the bottom of the back of the picture to the paper, with typing and picture facing up. Fold the caption up over the face of the picture.

If you are e-mailing a photo file, make sure it is a high resolution file (at least 300 pixels per inch). Be accurate when spelling names in picture captions. Verify them carefully before pasting the caption to the photograph. At one of your chapter meetings, invite a professional news photographer as a speaker. At your request, he or she will bring examples of good and poor photo choices—and explain why they are good or poor choices.

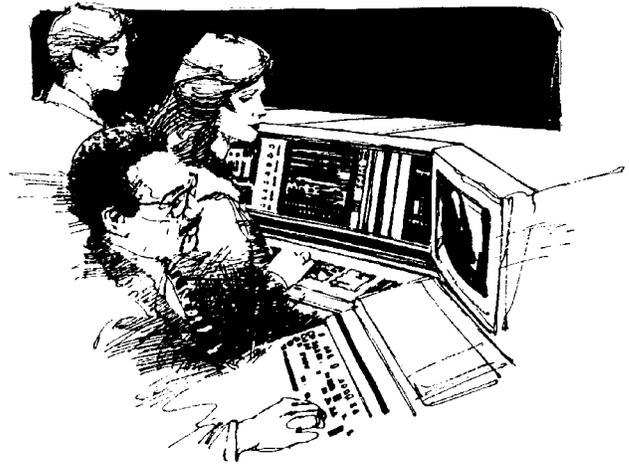
Tips for Better Relations with Editors

1. Get acquainted with your editor. Visit personally. Pick a time when the editor is not busy meeting deadlines. Explain your job, and ask for help in reporting Business Professionals of America news. At the same time, ask the editor for story suggestions. The editor knows better than anyone else what type of stories will be printed.



Find out how long the stories should be, and ask if there are any particular rules about preparing them.

2. Set up a schedule. Select a regular time for sending in your stories. Usually, this depends on the paper's deadline date before going to press, especially if it's a weekly paper. Daily newspapers have more flexible schedules. Find out whether you should mail your stories or deliver them personally. If you mail them, find out to whom you should send them. Often, on larger dailies, a person other than the editor will handle your stories.
3. Include editors in your activities. If possible, invite them to assist on special committees for major events. Sometimes they won't be able to help, but you will never offend them by asking. Participating in your programs will make them feel less like a promotion agent for your chapter.
4. Treat all editors fairly in your area. If your town or area has more than one paper, see that all editors get the same chance at your news.
5. Prepare stories neatly. Editors receive an unbelievable amount of material during the week. The chances are that if they receive a copy that's not neat and legible, they may toss it in the wastebasket.
6. Proofread stories carefully. Errors are a bone of contention to every editor. Like everyone else, editors are busy people. They can't take time to check every story for accuracy. So, before turning in a story, ask yourself these questions:



- a. Is the story accurate?
- b. Is the story complete? *Does it answer: who, what, why, when, and where?*
- c. Are all names and words spelled correctly?
- d. If figures are mentioned, are they correct?

Radio and Television

Millions of dollars worth of air time are given by the broadcast industry every year for public service. Your Business Professionals of America activities have a broad enough appeal to merit a share of this time. Broadcast time is limited to the hours they are licensed to be on the air.

Study the program of your local stations before you make your first station contacts. (Do not forget the educational television channels that operate in many stations around the country.)

Two possibilities of shows which might be available to you are interview shows and panel or group discussions.

Educational channels might offer the opportunity for a show to explain Business Professionals of America. Such a show would help attract students to the program. Contact the director or news editor. They coordinate the public service time.

Meeting deadlines and prompt appearance for live or taped shows cannot be stressed too much in your work with the broadcast industry. It is extremely important to arrive well in advance of the time set. Choose people to represent your program who are not given to nervousness and who have a pleasant speaking voice.

When you write releases for radio and television, the same basic rules apply as in newspaper copy. Be brief, accurate, and neat. Always submit on 8 ½" x 11" plain white paper, typed double spaced.

Courtesy to the Press

It is a good idea to extend an open invitation to the press to attend any events conducted by your chapter. A special invitation should be extended to important events. When they do attend, introduce them. If reporters or photographers attend any function, they should do so as your guests.

At the end of the year, write thank you notes to the papers, magazines, and radio and television stations who have given you publicity throughout the year.

Provide each reporter or photographer who attends your event a typed list of the “important people” expected to be in attendance. Make certain each has a copy of the program. Try to provide copies of BPA brochures which may help the press understand your program and its purpose.

PSAs May Provide Needed Publicity

Radio stations must fill their hours on air with a variety of programming in order to please their listening public and to survive in the very competitive market of modern radio. They, of course, play their basic formats of music, news, commercials, and public service announcements, called PSAs by the industry, which can benefit your local chapter.

A PSA is somewhat like a regular radio commercial in that it usually comes in 30- or 60-second spots and can be played at various times throughout the daily schedule. Unlike the commercial, PSAs are aired free as a service to the public in accordance with strict FCC guidelines.

The first step is to contact your prospective radio station. Go in with some idea of what you wish to do and what type of message you’d like to convey. See what the station has to offer, what information they will need to know about you and Business Professionals of America, and what their policy is concerning PSAs. You’ll want to learn if you qualify; usually a non-profit club or organization like Business Professionals of America will qualify.

When you contact the station, ask for the Public Service Director. At a smaller station, the Public Service Director may also be the News Director, so ask accordingly. Remember to act businesslike in your dealings with the station; you are a representative of Business Professionals of America, and you are taking valuable time from a professional’s already busy schedule.

The next step is to write your script, most often called copy, for your Business Professionals of America message. The length of copy depends upon the length of time you are given. The main thing to

remember in writing your copy is to keep the message clear, to a point, interesting, and factual. Don’t forget to put a contact name and place where the public can get additional information. The five W’s are good to remember in setting your copy: who, what, when, where, and why. When you type your copy, double space, with correct dates and contact numbers, and correct spelling. Phonetically (fu-net’-ik-ly) spell any hard or troublesome words. Above all, have your copy neat and professional looking.

Take your copy back to the station and hand it in. The station will then produce the copy into a PSA and put it on the air. The production staff will do the actual recording of your copy. If the staff is not too busy, they may allow you to watch as your PSA is being produced.

Sample Copy for a 30-Second PSA

Do you wish to better prepare yourself for the future and gain the necessary skills to land the big job you’ve always wanted? Business Professionals of America can help. Business Professionals of America is a career/technical student organization especially designed for those of you who are interested in, or enrolled in, some type of business occupations program at your school. Business Professionals of America, a nationwide student organization with over 51,000 members, can assist you by giving you practical experiences in leadership and by helping you increase your communications and business skills. Check it out. For more information, contact Jeanette Scholar at Acme High School, or call 614-555-7777.

Create a Proper Image

The Business Professionals of America official business attire quickly identifies the student as a member. An image—good, bad, or indifferent—is projected depending upon the appearance and/or action of the individuals wearing the business attire. The more that are seen together, the greater the impact.

The advisor has an obligation to be exemplary both in dress as well as action. As a public employee, the advisor is subject to public scrutiny and criticism as well as praise and commendations.

Members will generally emulate their advisor, especially if there exists an *esprit de corps* within the organization. An advisor capable of instilling pride in the membership will encounter fewer disciplinary problems and be the recipient of compliments on behalf of the members.

PR: Use It!

Public relations require time and thought, but it is no less important than any other aspect of your chapter program. It will strengthen your chapter

and your instructional program. The results, in comparison to the amount of effort you will expend, will be well worth it.



Examples of Good Public Relations Tools

Chapter Newsletter. Send a newsletter to members, parents, employers, teachers, counselors, and administrators, and include chapter announcements, special interest features, and articles about activities and awards.

Decals, Bumper Stickers, Buttons. Make/buy, distribute, and wear items with your chapter logo.

Displays and Exhibits. Prepare displays or exhibits for such events as Career and Technical Education Week, career day, homecoming, and chapter awards ceremonies. Displays may also be placed in middle and elementary schools, employers' store windows, and on school bulletin boards.

Certificates and Plaques. Present certificates or plaques in recognition of outstanding contributions by students, teachers, school administrators, employers, and other community members.

Speeches and Presentations. Prepare a speech about your chapter which can be given at various school and community functions.

Thank You Letters. Thank you letters are an important way of showing your chapter's appreciation for contributions and support from the school and civic communities.

Conduct. Student and advisor behavior reflect a chapter image. Not all PR is planned.

Yearbook. Use the chapter yearbook in displays, classrooms, open houses, middle school promotions, new member promotions, and employer/program contacts.

Chapter Jewelry and Clothing. Official jewelry and clothing is appropriate to wear for speeches, conferences, special days, and chapter meetings.

Personal Communications. Establish outside communications with community business people through one-to-one contacts, telephone calls, and fund-raising activities.

Brochures. Develop original ones for distribution and use state and national brochures as well.

Develop a Public Relations Directory

Chapters should compile a list or file of news media and public relations people. Information should be updated frequently so that it is always current—and no media will be left out when releases are sent. Information on each source should include:

- contact person
- name of source
- complete address
- phone number
- deadline
- special requirements

Basic B's for Better Publicity

- BE the only person in contact with the news media. Two members from the same group calling on the same newspaper editor or radio/TV director are bound to bring conflict or confusion.
- BE quick to establish personal contact with the right person at the newspaper or radio/TV station.
- BE sure to write everything down. Train your memory but don't trust it.
- BE prompt in meeting deadlines.
- BE legible. Type news releases error free. Keep a copy for your files.
- BE accurate. Double check dates, names, and places before you submit your copy.
- BE brief. Newspaper space and air time are costly.
- BE brave. Don't be afraid to suggest something new if you honestly believe you have a workable idea. News media people welcome original ideas when they are practical and logically organized.

Yearly Public Relations Program

Chapters might want to develop a chart such as the example provided here to use in telling the Business Professionals of America story.

Audience	What We Want to Tell This Audience	Means of Informing This Audience	Date to be Accomplished by
chapter members teacher in business department teacher in other department counselors administrators school board student employers parents mayor business people legislators civic organizations news people prospective members community resources other student organizations			

Putting Your Best Foot Forward



Communication by Conversation

Members will find many people want to know something about them and Business Professionals of America, but they may or may not know how to begin talking. So it will be up to Business Professionals of America members to break the ice on this and many other occasions. Here are some topics that can help start and continue a conversation:

- Introduce yourself
- Find out something about the person such as name, occupation, and residence. From this you may be able to pick up some personal interests.
- If you know something about the person, compliments would be in order.
- Determine whether a person is in high school, college, or employed.
- Family size and family interests
- If a stranger, find out how they like your area or state.
- How they like the city they are visiting or home town
- Major area of interest
- If married, ask about children, if they are in school and members of a career/technical student organization.
- If a teenager, check on songs, singers, movies, stars, athletics, student activities
- Have they travelled extensively in the United States or abroad?
- Current events
- Climate-weather
- Hobbies

Opinion on politics, markets, etc.
 City comparison
 Farming area comparisons
 Most outstanding achievements and awards
 If a student, ask about career plans
 What adults think of teenagers
 Favorite books or food
 Ask about comments on a speech both of you may have heard.
 Explain your job as a chapter career/technical student organization officer

Tips on Remembering Names

Members will be very impressive if they can remember the names of those with whom they come in contact. They will find the skill very helpful as officers and later as they enter life's work. The following steps may be helpful in remembering names.

1. Set up in your mind an association with a new name. This will give you a system of remembering names. For example, you have just met a group of three persons:
 - a. You are first introduced to Casey Jones. Think: "Casey Jones, a famous railroad man, then reverse it; think, "Railroad, Mr. Jones."
 - b. You meet Ms. White, Think: "Ms. White, Ms. Snow." Reverse it; think, "Ms. Snow, Ms. White."
 - c. You are introduced to Jane Carpenter. Think: "Miss Carpenter has a saw." Reverse it; think "I saw Jane Carpenter."

You will note that you have set up an association with each of these persons. You should be able to make an association with most of the people you meet.

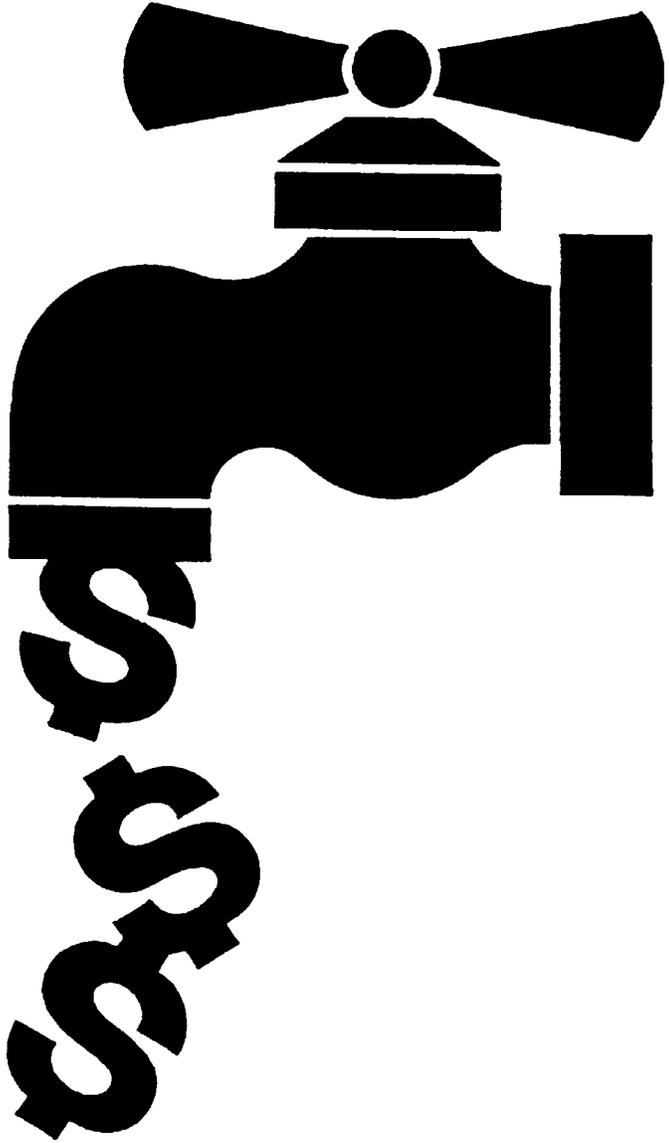
2. **The Fixer.** Stamp the person's name in your mind by using it silently in your mind a few times. John Jones is a nice person. John Jones is a tall person, etc.
3. **Clincher.** Use the name several times in conversation. Finally you will be able to remember all of the names of the people to whom you have been introduced.
4. **Remembering your name.** Be aggressive in meeting people; have a neat personal appearance and "Yes, Sir," "No Ma'am," etc. This will help others remember your name.

Correspondence

Some of the following might help any *member* suffering from "Icantrememberitis."

1. Try to answer all correspondence within three days.
2. Keep a copy of *all* outgoing letters.
3. Keep all correspondence from one individual, both written and received, stapled together with the latest letter on the top of the pile.
4. Keep a file on all these piles, and arrange them in alphabetical order.
5. Keep a list of all thank you notes you have written. This list should include the following:
 - a. name of the person written
 - b. date written
 - c. reason the note was written
6. Keep a file of important people and addresses for possible future use.

Economic Consciousness



Economic Consciousness

Every chapter needs sufficient funds to carry on its planned program of activities. While local chapter dues are important, dues should not be expected to carry the entire load of financing the chapter.

An active chapter will find itself involved in many projects that require the expenditure of funds. Fund-raising itself often requires an initial outlay. In addition, a chapter oriented toward service may find itself involved in community and school activities that require a commitment of funds. Many chapters give outright to charities, to needy

families, or community projects. The other most common need for funds is to enable contest winners to participate in regional, state, or national conferences.

Each chapter needs to have a treasurer, or finance or budget committee, a fund-raising chairman for each activity, and an auditing committee. Students must be involved in the decision-making process of determining the annual budget and the fund-raising projects to be used.

An Effective Membership Campaign

Business Professionals of America is a non-profit organization funded primarily by membership dues. This means that paying state and national dues is important to the financial well-being of the organization. The state and national associations must have member participation and financial support to provide services to local chapters.

Effective membership campaigns must be conducted on the local level for the local, state, and national associations—and in some states for region or district designations. Collecting dues sometimes is a problem. Generally, students can afford to join but must be convinced that their investment will be worthwhile; potential members must be convinced that membership on all levels will be a good buy. “What’s in it for me?” can be answered by saying Business Professionals of America membership provides an opportunity to:

- become involved in a variety of activities.
- improve business skills, working with other people, and public speaking abilities.
- develop self-confidence.
- learn proper parliamentary procedure.
- participate in the Workplace Skills Assessment Program.
- receive individual and group recognition for achievement.
- develop leadership abilities.
- acquire new friends.
- receive the various state and national publications.

- attend a variety of leadership conferences, seminars, and workshops.
- establish credentials for seeking employment.
- be an active member of a worthwhile organization.

National dues pay for the research and development of publications and materials specifically for members and chapters, an on-going public relations program, national officer training and travel, the development and administration of recognition programs, the development and administration of the competitive events program, and the operation of the National Center.

The number of members is important to any chapter; there is power in numbers as well as pride. However, a chapter should make good use of all members; card-carrying, inactive members do not benefit the chapter. Students and chapters affiliated with the state and national associations have national visibility with legislators and others who control business and office education funding.

Being a member of Business Professionals of America is special. It is special to be a part of an enthusiastic, dedicated organization. Members must be proud to give 100 percent effort by participating in activities, in decision making, and by paying dues.

Make Joining Easy

Many chapters prefer, either by choice or because of local school policy, to have dues which take care of chapter responsibilities rather than to hold fund-raising activities during the year. Some chapters prefer to supplement dues with fund-raising efforts.

The requirements for dues vary with each chapter. The attitude of the advisor and other members has a direct impact on whether students join. Here are some suggestions to help members pay for their dues.

- Set up a payment plan so students can pay by installments.
- Set up a system whereby members pay only a portion of the dues (the chapter pays the balance through involvement in fund-raising projects).
- Plan a fund-raising activity early in the year to cover all dues.
- Give a discount to students who pay dues before an established deadline.
- Have a special social event only for dues-paying members.
- Let the students establish the rules for collecting dues; peer pressure works where money is involved.

Develop a Chapter Budget

A realistic chapter budget should be developed in conjunction with the planning of the program of activities. The budget should identify the amount of money needed by the various chapter committees, what it is needed for, and when the funds for the specific activity will be used. The chapter budget doesn't have to be complicated, but it needs to provide enough information so each member knows and understands where the chapter money is used.

The chapter budget should be prepared each year after the program of activities has been determined. The previous year's budget will be helpful to committee chairmen in estimating the budget. All members should have an opportunity to review the tentative budget and suggest changes. The final budget should be approved during a regular chapter meeting. The budget must also have the approval of the advisor, officers, committee chairmen, and school administration.

Here are some helpful steps in establishing the chapter budget.

- Each standing committee determines the proposed activities for the year.
- The finance committee estimates the cost of the activity.
- The committee chairman reviews costs with officers for suggestions.
- The committee chairmen meets with the finance or budget committee to determine whether the money needed is to come from the treasury or whether a fund-raising project will be necessary.
- The committee presents their activities and proposed budget to the membership.
- After chapter approval, the activities and estimated costs are included in the budget.



The preparation of the chapter budget is a meaningful learning experience for all chapter members. In establishing the budget, the following types of items are included with the estimated expenses or income.

Sample Expenses

- regional (if applicable), state, and national dues
- chapter resource materials (manuals, blazers, brochures, buttons, training aids, etc.)
- service projects
- field trips
- banquets (awards, decorations, tickets, programs, entertainment, complimentary meals)
- regional and state conferences (registration fees, transportation, housing, meals)
- National Leadership Conference (registration fees, transportation, housing, meals, tours)
- social activities (decorations, food, entertainment)

- initiation and installation (officer and member pins, candles)
- stationery and stamps
- publications
- exhibits, posters, bulletin boards

Sample Income

- dues
- banquet tickets
- fees for meetings other than local ones
- fund-raising projects
- donations, grants

Fund-raising Can Be Educational

Fund-raising projects are usually necessary to have adequate funds to support the chapter activities. A fund-raising project that simply makes money is a poor investment of chapter time and talents. Fund-raising projects can be turned into learning experiences. Students can gain the following skills:

- purchasing
- developing sales techniques
- budgeting, money management, and record keeping
- cost analysis
- management of resources
- public relations
- decision making

- carrying out a long-range activity
- working with people, peers, and adults
- responsibility in setting goals, handling money, follow through, etc.
- organizing skills
- providing a community service
- meeting chapter goals

Adequate salesmanship training is provided before members go out on their sales campaigns. They will be familiar with self-introductions, selling techniques, and product knowledge. Explaining why the chapter needs money may help in making sales.

Which Project to Choose?

Fund-raising projects that work best are the ones in which all chapter members can participate. Choose projects that make enough money to allow the chapter to forget about fund-raising so they can concentrate on the program activities the rest of the year.

A fund-raising project is considered an integral part of the classroom instruction. Students establish a budget for each activity and detailed records are kept, not only of bills and money received but also of members checking samples of the actual merchandise in and out. Members will realize that *all* merchandise must be sold and money received if the total profit budgeted for is to be met.

Here are some criteria a chapter considers when evaluating potential fund-raising projects.

- **Is an activity educational?** Needed income can often be generated from projects that are in the chapter's program of activities or which are an outgrowth of the instructional program and primarily done because of their educational value. For example, a typing service may produce income for the chapter.

- **Will the activity be approved by the school and community? Will it have positive public relations value?** Prior approval and knowing what types of activities will be successful in the community can get the project off to good start.
- **Is the activity service oriented and will some value be received by the participants?** The activity should render a service—and give value received. No fund-raising activities should ask for a handout or favor. When value or service is given, future projects will receive ready acceptance.
- **Is the activity going to provide a fair financial return to the chapter?** Make sure the project you choose is worth the effort it takes to organize and operate.
- **Will the activity involve all members? Will it provide for self-development?** Select activities that will provide opportunity for the involvement of everyone in the organization. Total involvement is the key.
- **Will the activity be of short duration or will it drag out?** Don't let projects drag out. Organize campaigns that can be completed in a minimum of time.

Sample Chapter Budget

Income

Dues		
Local: 25 members at \$6.00	\$ 150.00	
State: 25 members at \$4.00	100.00	
National: 25 members at \$10.00	<u>250.00</u>	\$ 500.00
Student Council Support		
25 members at \$5.00		125.00
Employer-Employee Banquet Tickets		
90 tickets at \$35.00 each		3,150.00
Fund-raising Projects		
Holiday candy sale	2,500.00	
Environment friendly cleaning products sale	2,000.00	
Garage sale	<u>700.00</u>	<u>5,200.00</u>
TOTAL INCOME		\$8,975.00

Expenses

Dues		
State: 25 members at \$4.00	\$ 100.00	
National: 25 members at \$10.00	<u>250.00</u>	\$ 350.00
Employer-Employee Banquet		
Food	455.00	
Decorations	50.00	
Invitations	30.00	
Favors	70.00	
Miscellaneous	<u>25.00</u>	630.00
Recognition Plaques		56.00
Chapter Stationery, Postage		50.00
Conferences		
Fall: 7 members at \$15.00	105.00	
State: 15 members at \$60.00	900.00	
National: 6 members at \$525.00	<u>3,150.00</u>	4,155.00
Chapter Supplies		
Theme buttons: 25 at \$1.25	31.25	
Blazers: 2 at \$89.00	178.00	
Officer pins: 6 at \$8.00	48.00	
Candles	<u>10.00</u>	267.25
Social Activities		
Get-acquainted picnic	35.00	
Christmas Party	125.00	
Roller skating party	50.00	
Pot-luck dinner	20.00	
Miscellaneous	<u>100.00</u>	330.00
Service Activities		
Senior citizen game night	155.00	
Special Olympics	325.00	
Halloween haunted house	120.00	
Easter egg hunt	95.00	
Miscellaneous	<u>35.00</u>	730.00
Fund-raising Activities		
Holiday candy sale	1,200.00	
Environment friendly cleaning products sale	1,000.00	
Garage sale	<u>20.00</u>	2,220.00
Miscellaneous		<u>90.50</u>
TOTAL EXPENSES		\$8,878.75

Approved:

Chairman, Budget Committee date

Chapter President date

Chapter Advisor date

School Administration date

- **Does the activity conflict with fund-raising activities of other groups in the school?** Be sure you don't use a project which another organization has traditionally used. Be sure your campaign doesn't conflict with another organization's time.

Here are some guidelines and suggestions a chapter can use when determining fund-raising projects.

- Be practical in setting goals the chapter can achieve.
- Don't ask the public to contribute toward something that only benefits the members.
- Be sure members know how the money raised will be used.
- Enthusiasm will attract workers and contributors.
- Select a project the public will enjoy; let the tastes and spending habits of the people in the area guide the selection.
- Make sure the chapter approves the project.
- Avoid possible conflict with a competing event or organization.
- Be sure to check for possible local, state, federal, or union regulations.
- Select responsible committee chairmen.
- Get organized by developing a plan, a calendar, a budget, and check lists.
- Ask everyone you can think of to contribute.
- Price the product, service, or entertainment sensibly.
- Use every promotional tool available to publicize and advertise your project.
- Have committee chairmen submit detailed reports; they will be valuable for future projects.
- Remember to clean up following the project, and to send appropriate thank you notes.
- Consider fund-raising planning like going into a business.
- Consider how many members can be counted on to give their time and talent if a large event is planned; would a number of smaller projects throughout the year be better?
- Keep the costs of the project in mind; will the chapter have to put out a large cash outlay?
- Can unsold merchandise be returned?
- Be sure to select the best possible dates for the project.
- Make sure members collect and pay for the product sold.

Keep Useful Records



A good treasurer contributes much towards the efficiency of the chapter by keeping temporary and permanent financial records and receiving and paying out chapter funds.

The system of accounting for income and expenses must be cleared with the school administration. The advisor and the elected chapter treasurer are responsible for accurate financial records. Usually a central system within the school must be utilized. Some schools may allow the chapter to maintain a separate bank account. Either way, it is advisable to have a member auditing committee verify the items of income and expense on an annual basis.

If You Can't Raise Funds

Check with school administrators about local school rules for fund-raising. Some schools don't permit groups to raise money, or the number of fund-raising activities is limited. If this is the case, discuss school policies with the principal, and ask for alternative ways of meeting chapter financial needs.

Present your case to the administration emphasizing the relationship between chapter objectives and overall educational objectives. Always be professional. Go through the proper channels.

Dues can be collected to affiliate with the state and national associations. Then plan projects that require little or no money. If the administration

approves, call on local businesses, service, industrial, and labor groups to support member participation at conferences. In return for their support, the chapter can perform a service-oriented project for them (e.g., usher at an important event, produce the printed programs, be in a parade).

The administration might permit activities if they grow out of the classroom learning experiences—typing services, accounting help, or duplication services.

Future Implications

Employers look for dependable, cooperative, well-organized, self-motivated, and self-confident workers. Members who manage and work on chapter fund-raising projects develop and demonstrate these abilities. Chapter members can

use business skills to earn while they learn. Also, volunteer activities may be listed on a résumé or job application to show management and leadership experiences.

Fund-raising Tips

1. Limit sales campaigns to short, concentrated periods of time. Students may lose interest if sales are permitted to drag.
2. Select fast-selling, proven items—items that may be used up by the consumer in a short time.
3. Implement the sales campaign just prior to an immediate goal (i.e., trips, project, etc.).
4. Organize the campaign. Divide the chapter into teams and map out sales areas. Provide good-natured competition.
5. Collect money on a daily basis.
6. Have an end-of-the-campaign success party.
7. Publicize the campaign.
8. See that all students benefit from the profits.
9. Provide thermometer graphs and keep them up to date.
10. Provide for student leadership.
11. Raise the bulk of your needed funds early in the year.

Possible Fund-raising Activities

National BPA Sugarbush Gift Basket Fund-raising Program (e-mail dking@bpa.org for information)

Sell magazines
Sell lollipops
Sell popcorn or candy
Sell baked items
Sell environmentally friendly cleaning products
Have a bazaar
Have a raffle
Sell greeting cards
Sell doughnuts between classes and after school
Conduct a book sale
Sponsor a supper or barbecue
Sell a product you make
Sell Christmas trees
Sell used clothing
Sell pennants, ribbons, programs at games
Sell school directories
Have a pancake breakfast
Hold a talent show
Sell school supplies
Sponsor a fashion show
Sponsor a dance
Hold a cake or turkey raffle
Hold a light bulb sale
Sponsor an ice cream party

Hold a homecoming mum sale
Have a bingo party
Help a local business take inventory
Conduct a white elephant sale
Have a fund-raiser featuring foods of many countries
Hold a car wash
Have a fruit and sausage sale
Provide typing services
Have a chili or spaghetti supper
Sell T-shirts and sweatshirts
Sell plants
Have a concession stand at school functions
Sell school and personal stationery
Have a flea market
Sell a special item at Halloween
Sell a special item for Valentine's Day
Collect paper, metal, or other material that can be sold
Make popcorn balls and sell them
Sell Christmas cookies
Sell nuts at holiday time
Sell candles for Thanksgiving and Christmas decorating

Graphic Standards



Graphic Standards for Business Professionals of America

Introduction

A corporate image package is a company's identity; it strives to coordinate all visual images of an organization into one instantly recognizable representation. The major elements of Business Professionals of America's corporate image package include logo design, color scheme, stationery, tagline use, signage, official emblem, typography, and official attire.

The logo for Business Professionals of America has been carefully researched from a legal standpoint. In order to obtain the maximum benefit from the image package, **it must be used consistently throughout the organization—locally, regionally, statewide, and nationally.**

Name Identification

The state association name will be Business Professionals of America, (State) Association. Chapters will be identified as Business Professionals of America, (School Name) Chapter. The complete name will be spelled out in all written materials the first time used. Thereafter, the acronym "BPA" may be used.

The Tagline

The purpose of the tagline is to be a linking device between our organization and our name. The official tagline is "Today's students. Tomorrow's business professionals." To ensure that there is clear communication of Business Professionals of America, the tagline must *always* be used with the logo for all printed pieces. This is a requirement for any use of the logo and must be adhered to in every case.

- The logo and tagline must be used on every Business Professionals of America printed publication.
- The tagline can be used on one line or on two lines, depending on the size and shape of the graphic piece.
- The tagline must be printed in navy blue, unless the print piece is a one-color item, with all art printed in black or the tagline is being printed on a dark background.
- The type style to be used for the tagline is Futura Light, Ariel, or Helvetica, upper and lower case.
- The size of the tagline font should not be smaller than 8 points.

The Logo

The logo design is a type treatment of our name. The concept of the design is to provide a type style commonly associated with corporate businesses.

The "Professionals" is graphically emphasized over the other design elements through size and color, keeping with the enhanced professional image of Business Professionals of America.

- The size of the logo may not be less than one inch wide.
- Allow for white space around the logo in order to increase its visibility and emphasis.
- The one-color version can *only* be printed in navy blue or black.
- If two colors are used, they must be navy blue and tan.
- If three colors are used, they must be navy blue, tan, and red.

The artwork for the one-color version of the corporate logo is different from the two- and three-color versions. The graphic shadow on the word "Business" has been deleted and the type has been enlarged slightly, justifying it with the remaining artwork of the logo.

Color

The corporate color scheme is navy blue, tan, and red.

- The one-color version of the logo should ideally be navy blue; if the budget of the print piece does not allow for a colored ink, black is acceptable. This applies to the tagline also.
- When the logo is printed in two and three colors, the tagline must be printed in navy blue.
- If the logo is printed in one color (navy blue or black), the tagline must be printed in the same color.

To reduce the occurrence of inconsistent color, all print pieces are to be printed with Pantone Matching System (PMS) ink colors. In the case of four-color print jobs, the same PMS numbers should be specified for PMS Mix (four-color equivalents) colors. For electronic computer-based presentations or Web sites, RGB color formulas should be used.

Navy blue	PMS 289
Tan	PMS 466
Red	PMS 185

	<u>Red</u>	<u>Green</u>	<u>Blue</u>
Navy blue	0%	5.5%	26.7%
Tan	83.9%	72.9%	54.1%
Red	80%	18.8%	31%

Four-color printing requires that a color formula be selected to match the specific PMS colors. The following are four-color formulas for the purpose of matching the corporate colors.

Navy blue	20% yellow, 50% magenta, 100% cyan, 50% black
Tan	30% yellow, 10% magenta, 20% black
Red	100% yellow, 100% magenta

Typography

The type design chosen to complement the Business Professionals of America logo is Futura, Ariel, or Helvetica; there are many variations, i.e., bold, light, italic.

- Light will *only* be used with the logo, i.e., copy lines such as the corporate tagline, the state association line, and the corporate stationery address and phone number.
- Demi, Demi Italic, Bold, Bold Italic, Extrabold, and line Extrabold Italic, should be used for headlines on corporate publications, exterior/interior signage, banners, posters, etc.
- Times Book, Book Italic, Medium, Medium Italic, Demi, and Demi Italic are to be specified for body copy on all Business Professionals of America publications whether on the local, state, or national level. (Alternate type styles that could substitute for Futura are Helvetica and Ariel.)
- Large amounts of body copy (i.e. booklets, manuals, periodicals, and communication pieces where type size is less than 11 point) can use Times Roman, Times Roman Italic, Times Semibold, and Times Semibold Italic.

Local Chapter Letterhead and Envelopes

The Business Professionals of America logo is applied to stationery and corresponding print pieces. The specific graphic piece are letterhead (stationery), #10 envelopes (business size), and business cards. The corporate logo and tagline are used on all pieces. Additional design elements such as name and title, address and phone number are typeset in the Futura, Ariel, or Helvetica fonts.

Paper

Two different grades of paper have been selected for printing. Corporate letterhead and envelopes will utilize Simpson Filare, 24# script, natural white. State association and local chapter letterhead and envelopes are to be Howard Linen, 22# writing, warm white. If the recommended paper cannot be obtained, an adequate substitute would be Beckett Cambric, 24# Colonial white, or Curtis Linen, 24# writing, winter white.

Local chapter stationery is to be printed on a natural white paper; this is not a bright white, nor is it ivory. Suggested paper stock is either Howard Linen, 22# writing, warm white, or Hopper Chambray, 24# writing, white. For printed pieces other than stationery, *only* the following paper colors may be used: bright (true) white, natural white, ivory, tan, gray, and all blues. It is not permissible to print the logo and tagline on different colored newsletter paper.

Web Site/Multimedia Graphic Standards

The graphic standards for the printed page should be observed in Internet Web site or multi-media presentation creation whenever possible.

The rules for official logo colors should be observed. If PMS colors or RGB formulas are not available options with your software, and only preset color choices are available, then the nearest approximations to the official logo colors should be chosen. If animation is employed, the logo may change or evolve during animation, but its final state should be either the one, two, or three-color version of the logo without any distortion or color change. Third dimension or depth may be added to the logo if it does not distort the logo or change its color.

For the name, Business Professionals of America, the Helvetica or Ariel fonts should be used.

As in the standards for the printed page, subdued colors which convey a “business look,” should be used.

Official Emblem

The Business Professionals of America emblem is one of long-standing tradition. *The emblem is to be used for ceremonial purposes only.* The colors selected for the official emblem are the same ones used for the Corporate logo—navy blue, tan, and red. The emblem can be printed in three colors, two colors, or one color.

There are to be no exceptions to the following print guidelines:

- The emblem is never to be used in conjunction with the corporate logo or used in place of the logo or corporate name.
- The emblem will be used for the Emblem Building Ceremony, and may be used for portions of the Opening Ceremony.

Signage

The purpose of signage is to call attention to, to direct, and to advertise. It is a readable graphic

BUSINESS
professionals
OF AMERICA

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Today's students.
Tomorrow's business professionals.

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presentation. Within the classroom, a banner may serve as the signage. If additional signage is needed, the logo/tagline and state and local chapter name may be used.

Official Attire

Business Professionals of America has developed official attire guidelines to achieve consistency and unity within the organization, reinforce a conservative business-like appearance, and complement the corporate image, logo, colors, and official emblem.

The official Business Professionals of America attire should be worn at all conference activities, presentations, travel, ceremonial, and special organizational functions.

The Business Professionals of America official attire consists of the following:

- the official dress jacket plus pants or skirt
- the membership pin worn on the left blazer lapel; there should not be any other accessories on the left lapel. The membership pin is a gold-tone jewelry representation of the logo.
- Items which may be worn on the right lapel include:
 - * the highest office pin
 - * the highest Torch Awards Program pin
 - * one earned Merit Scholar pin
 - * name badge

To order BPA Official Attire (Business Attire) go to www.bpamarketplace.org/.

Legal Considerations

In 1987, a trademark was obtained for Business Professionals of America for exclusive rights to the name. In 1988, a copyright was obtained for the corporate logo and official emblem. The following guidelines are to be followed.

- The corporate name, logo, tagline, and official emblem are for the sole use of the organization's members, advisors, and staff; any other use requires the permission of the Executive Director.
- The corporate name, logo, tagline, and official emblem must be used in the manner described in this publication.
- The corporate name shall not be used in conjunction with any other organization's name without written permission by the Executive Director.

Incorrect example: Business Professionals of America and Muscular Dystrophy Association are holding a rock-a-thon; Business Professionals of America and Kiwanis members presented a safety program.

Correct examples: Business Professionals of America, Whitehead Chapter, and the local

Muscular Dystrophy Association chapter are holding a rock-a-thon; Business Professionals of America, Southwest High School Chapter, and the Centerville Kiwanis Club presented a safety program.

Business Professionals of America requires written permission by the Executive Director at the National Center before deviating from these guidelines.

Do's and Don'ts of Printing

- Do . . . follow the graphic standards printed in this publication in each case.
- Do . . . contact the National Center if there is the slightest doubt as to the procedures outlined.
- Do . . . use the artwork provided in this packet for reproduction; additional artwork is available from the National Center at cost.
- Do . . . use the corporate logo and tagline together in all printed circumstances.
- Do . . . use the corporate colors—PMS colors and color numbers—provided in this publication.
- Do . . . use the full organization name first in all written materials prior to using the acronym.

- Don't . . . use the corporate logo and tagline separately in printed pieces.
- Don't . . . substitute the emblem for the corporate logo.
- Don't . . . substitute other colors for the corporate colors.
- Don't . . . alter the design of the corporate logo or official emblem in any manner.
- Don't . . . alter, add, or delete any part of the logo, tagline, or emblem.

Ordering Procedures

Business Professionals of America's official emblematic materials are copyrighted and can be purchased only from the BPA National Center. All arrangements for the manufacture and sale of articles bearing the name, logo, tagline, and emblem of Business Professionals of America shall be made by the Executive Director. Local chapters are allowed to use the logo and tagline on promotional materials as long as the graphic design, usage, and treatment comply with the graphic standards in this publication. For example, if the logo and tagline are to be printed on a promotional poster, the tagline must be used with the logo; and one, two, or all three of the corporate colors must be used. The state or local chapter name must also appear to indicate a local/state project, not a national activity.

Local Chapter Letterhead and Envelope Design



- All artwork prints in navy blue (PMS 289)
- All letterhead artwork is centered on page

BUSINESS
professionals
OF AMERICA

Washington Technical Center Chapter

5454 Cleveland Avenue
Columbus, Ohio 43229

10 picas

10 point, Futura Light

1 pica

Today's students. Tomorrow's business professionals.

Washington Technical Center Chapter

5454 Cleveland Avenue
Columbus, Ohio 43229
614/895-7277

10 point, Futura Light

9 picas

Today's students. Tomorrow's business professionals.

- This art is 60% of the original size
- Actual size of letterhead: 8 1/2 x 11 inches
- Actual size of envelope: 9 1/2 x 4 1/8 inches

Appendix



Code of Regulations of Business Professionals of America, Inc. and Business Professionals of America

ARTICLE I: PURPOSE OF CODE OF REGULATIONS

Section 1. The purpose of this Code of Regulations is to serve as a supplement to the Restated Articles of Incorporation of Business Professionals of America, Inc. and to set forth methods of business operation for, and the relationship between, Business Professionals of America, Inc. and the unincorporated national student and alumni organization, Business Professionals of America.

Section 2. This Code of Regulations shall supersede and replace the Operating Constitution of the Board of Trustees of Business Professionals of America, Inc.

ARTICLE II: RELATIONSHIP

Business Professionals of America, Inc. is an incorporated non-profit association formed for the purpose of creating, directing, and supervising the activities of the unincorporated national student and alumni organization called Business Professionals of America. The primary purpose of Business Professionals of America is to develop respect among students and alumni for career/technical competence in business and office occupations.

ARTICLE III: ORGANIZATION OF THE BUSINESS PROFESSIONALS OF AMERICA, INC.

Section 1. *Membership:* As stated in the Articles of Incorporation of Business Professionals of America, Inc., members shall be the associations of any state, territory, or school representing business and/or office education students and alumni that are chartered by Business Professionals of America, Inc. Special charters may be granted to foreign countries and to chapters in non-affiliated states.

Section 2. *Application for Membership:* Any chief state officer in business education and/or the person designated by the career/technical division of the state departments of education or state board of career/technical education and/or the Business Professionals of America National Board of Trustees upon petition from states/foreign countries where official bodies have not acted upon designee may apply for membership in Business Professionals of America, Inc. Each division—Middle Level, Secondary, Associate, Post-secondary, and Alumni—within a state must submit a letter to the National Center requesting the issuance of a charter of the division of the state association. Such

letter shall include a copy of the constitution and bylaws of the state association and a charter fee as determined by the Board of Trustees.

A foreign chapter or an individual chapter from a non-affiliated state may request issuance of a charter by submitting a letter to the National Center. The letter shall include a copy of the constitution and bylaws of the chapter, and a charter fee as determined by the Board of Trustees.

Section 3. *Voting Rights:* Each chartered secondary, associate, and post-secondary state association of Business Professionals of America, Inc. shall have one vote for each of these divisions per state. Each secondary state association will receive one additional vote for each 5,000 members and another vote for each 5,000 members or major portion thereof. Each post-secondary state association will receive one additional vote for each 1,000 members and another vote for each 1,000 members or major portion thereof. The alumni division will receive one vote. The Alumni Division will receive one additional vote for each 1,000 members and another vote for each 1,000 members or major portion thereof. The Middle Level Division and Special charters do not carry voting rights.

Each chartered division with paid membership shall be granted a Corporate vote during its charter year. In order to qualify for Corporate vote allocation in succeeding years, a minimum paid membership of 100 members must be submitted. (This Corporate vote qualification is independent of any other rights granted a division charter of Business Professionals of America.) Any state that wishes to request an exception to the minimum membership requirement may do so in writing to the Chairman of the Board who may grant an exception.

Said voting rights shall be exercised in person or by proxy. A representative for each vote shall be designated annually in a manner determined by each chartered state association or division and submitted to the National Center thirty (30) days prior to the Annual Corporate Meeting. Said representatives shall be referred to hereafter as the “corporate members.”

Section 4: *Meeting:* The corporate members shall meet once annually during the National Leadership Conference, to be known as the Annual Corporate Meeting, and at such additional times as may be requested by a majority of the Board of Trustees of Business Professionals of America, Inc.

Section 5: *Quorum*: The quorum will consist of a majority of the Corporate Members. In the event a corporate member is unable to attend a Corporate Meeting, the corporate member may designate in writing a representative for the purpose of exercising that member's voting rights during said meeting.

Section 6: *Management*: All affairs of Business Professionals of America, Inc. shall be managed by the Board of Trustees of Business Professionals of America, Inc., who are elected by the corporate members in accordance with Article IV below. The day-to-day operations of the corporation shall be vested in the Executive Director who shall be responsible to the Board of Trustees and shall report to them as often as it is deemed appropriate by the Board. There shall be such other personnel of Business Professionals of America, Inc. as the Board of Trustees may determine is necessary to efficiently manage the affairs of the corporation.

ARTICLE IV: BOARD OF TRUSTEES OF BUSINESS PROFESSIONALS OF AMERICA, INC.

Section 1. *Number*: The Board of Trustees shall be comprised as follows: three state supervisors; one state advisor/supervisor; one state advisor; three at-large members; a teacher/advisor from a baccalaureate institution; a teacher/advisor from less than a four-year institution; one secondary local advisor; the presidents of the Secondary and Post-secondary divisions; one business representative; and one alumni representative. Ex-officio (non-voting) members of the Board of Trustees will be the immediate past Board Chairman and the Executive Director of Business Professionals of America.

Section 2: *Election*: Members of the Board of Trustees shall be elected by the corporate members attending the Annual Corporate Meeting. The only exceptions shall be (1) the business representative who shall be appointed by the Board Chairman after consultation with the National Business Advisory Council, and (2) the presidents of the Secondary and Post-secondary Divisions, who shall be elected by members of their respective divisions.

The Board of Trustees shall elect a nominating committee. The nominating committee will consist of Board members and corporate members. The nominating committee will solicit nominations from each represented Board member classification as well as other interested persons to be presented at the Annual Corporate Meeting. Additional nominations may be made only by a corporate member from the floor at the time of the election.

Section 3: *Term of Office*: The term of office on the Board of Trustees for the presidents of the Secondary and Post-secondary Divisions shall

coincide with their term of office as president. All other members of the Board of Trustees shall have a term of office for a period of three years beginning at the first Board meeting following their election; they may not serve more than two consecutive terms. A Board member who serves out the unexpired term of a Board member who resigned or who left the Board because of job classification change, will be eligible to serve two additional three-year elected terms.

Section 4: *Board Vacancies*: Any Board vacancy occurring other than expiration of the term or change of job classification of a Trustee shall be filled by Board Chairman appointment from the same member classification, with Board approval.

If a Board member's job classification changes during a term thereby changing the Board status, that Board position will be declared vacant at the next Corporate Meeting, and the corporate members shall elect a successor according to the usual nominating procedure. If, however, a resignation should be tendered, such resignation shall be filled by appointment from the appropriate member classification by the Board Chairman, with Board approval, to fill the unexpired term. Any member resigning from the Board resigns from further responsibility to the Board.

Section 5: *Board Officers*: The officers of the Board of Trustees shall be the Chairman, Vice Chairman, Secretary, and Treasurer. They shall be the Executive Committee and will be elected annually by the Board of Trustees following the Annual Corporate Meeting. The Chairman will preside over all meetings of the Board of Trustees and the Executive Committee as well as the meetings of the corporate members. The Chairman will also serve as special counsel for the Board as the occasion may demand, and otherwise represent Business Professionals of America, Inc. and/or Business Professionals of America as deemed necessary. The Vice Chairman will serve in the absence of the Chairman and will perform such duties as the Chairman may direct. The Secretary will issue notices of all official meetings, prepare and distribute agendas, distribute copies of minutes and records to members, and perform such other duties as the Chairman may direct. The Treasurer will serve as financial advisor to the national student and alumni organization, Business Professionals of America, and will designate responsibility for and oversee the receiving, depositing, investing, and disbursing of funds by the Executive Director in accordance with the budget approved by the Board of Trustees. The Treasurer will also arrange for an annual audit done by an independent accountant and will make this audit available to all chartered state associations and such interested persons as may be designated by the Board of Trustees.

Section 6. *Quorum*: A quorum of the Board will consist of a majority of the members. In the event a Board member is unable to attend a Board meeting, a representative may be designated in writing (which shall be from the same membership representation as the elected member and shall not be another Board member) for the purpose of exercising the Board member's rights during said meeting.

Section 7: *Meetings*: The Board of Trustees will meet at least once annually at the National Leadership Conference and at such additional times as requested in writing by the Executive Director, the Board Chairman, the Executive Committee, or any three Board members.

ARTICLE V: ORGANIZATION OF BUSINESS PROFESSIONALS OF AMERICA, THE NATIONAL STUDENT AND ALUMNI ORGANIZATION

Section 1. *Membership and Divisions*: Business Professionals of America shall be composed of five separate divisions as follows: (1) Middle Level, (2) Secondary (includes an "associate division" composed of chartered state associations representing special populations); (3) Post-secondary; and (4) Alumni. Each such division will adopt a constitution establishing membership criteria and such other rules and regulations as may be deemed necessary by such division. Each division's constitution shall be submitted to the Board of Trustees of Business Professionals of America, Inc. for approval prior to being voted upon by each division's voting delegates. The divisions of Business Professionals of America will recognize individual memberships only through any state, territory, or school chapter that is chartered by Business Professionals of America, Inc. Individuals may be recognized directly for membership in the Alumni Division by the Board of Trustees of Business Professionals of America, Inc. in the event that the individuals are residents of a state or territory that have no chartered state association. Within any division, the Board of Trustees of Business Professionals of America, Inc., together with the Executive Council of such division, may also approve an individual for honorary life membership.

Professional members may be persons or businesses associated with or participating in the professional development of Business Professionals of America. Such members may include advisors, teacher-coordinators, teacher-educators, and supervisors; employers and/or training station sponsors of business education students; advisory committee members; and others willing to contribute to Business Professionals of America growth and development. Professional members will pay dues as established by Business Professionals of America, but will be ineligible to serve as a national voting delegate or hold national office.

Section 2. *Membership Year*: The membership year shall be September 1 through August 31 inclusive.

Section 3. *Officers and Executive Council*: Each division of Business Professionals of America shall elect such officers as it may deem necessary and proper according to the division's constitution. The officers designated by the division in its constitution shall constitute the Executive Council of that division.

Section 4: *Voting Rights*: Individual members of Business Professionals of America divisions shall have voting rights with regard to division matters as set forth in the constitutions of the divisions (Middle Level Division excluded). At the annual National Leadership Conference, the various divisions and chartered state associations of Business Professionals of America shall exercise voting privileges regarding Business Professionals of America business through representatives (termed "voting delegates"), the number of which shall be allocated each year by the Board of Trustees of Business Professionals of America, Inc.

Section 5. *Meeting*: All divisions of Business Professionals of America shall meet once each year. The annual meeting for each division shall be called the National Leadership Conference. The time and place of this meeting shall be determined by the Board of Trustees of Business Professionals of America, Inc. Parliamentary procedure for each meeting shall be governed by the latest edition of *Robert's Rules of Order, Newly Revised*.

ARTICLE VI: FINANCES

Section 1. *Dues*: Each individual member of Business Professionals of America shall pay annual dues as established by each division and approved by the Board of Trustees of Business Professionals of America, Inc. and collected by the local Business Professionals of America chapters. Each chartered state association shall be responsible for promoting a unified dues structure.

Section 2. *Audit*: The Board of Trustees of Business Professionals of America, Inc. will control all financial matters for Business Professionals of America as well as Business Professionals of America, Inc. and will furnish an annual audit of Business Professionals of America finances to each chartered state association.

Section 3. *Fiscal Year*: The fiscal year shall be July 1 to June 30 inclusive.

ARTICLE VII: AMENDMENTS

The corporate members of Business Professionals of America, Inc. may amend this Code of Regulations by majority vote at the Annual

Corporate Meeting. Any proposed amendments to this Code of Regulations must be submitted in writing to all corporate members at least thirty (30)

days prior to the meeting at which said amendments are to be voted upon.

Constitution and Bylaws/Secondary Division

Preamble

With the identification of business, information technology, and office occupations as an area of career and technical education, it has become necessary to provide student group experience for students enrolled in business education programs.

Leadership development through student groups can be effective in strengthening career and technical education for business, information technology, and office occupations. It is deemed essential that:

1. There be established a career and technical student group to serve the needs of those students enrolled in initial, refresher, or upgrading business and/or office education programs.
2. This organization be an integral part of the career and technical education curriculum preparing students for business, information technology, and office occupations.
3. The organizational pattern facilitates the use of existing student groups as an integral part of the education pattern for business, information technology, and office occupations as established in law and regulation.
4. This organization provides a means for individual state groups to participate as members of a national student group serving the career and technical educational needs of students enrolled in business, information technology, and office occupations.

ARTICLE I – NAME

The name of this organization shall be “Business Professionals of America” and shall be referred to as the “Secondary Division.”

ARTICLE II – PURPOSES

The purposes of this organization are:

To assist local chapter members in leadership and development.

To unite in a common professional bond without regard to race, creed, sex, disability, age, sexual orientation, or national origin of students enrolled in classes with business employment as their objective.

To develop leadership abilities through participation in career/technical education, civic, recreational, and social activities.

To assist students in establishing realistic employment objectives.

To create enthusiasm for learning.

To encourage the use of ethical practices and the upgrading of professional competence in business, information technology, and/or office careers.

To develop the ability of students to plan together, organize, and carry out worthy activities and projects through the use of the democratic processes.

To foster an understanding of the functions of labor, entrepreneurial, and management organizations in the American free enterprise system.

To develop competent, assertive leaders in business education and business, information technology, and/or office occupations.

To develop and strengthen members’ confidence in themselves and their work.

To provide satisfactory social and recreational activities.

To foster practical application of business education skills through competition.

ARTICLE III – ORGANIZATION

Section 1: Business Professionals of America Secondary Division is an organization of state associations, each operating in accordance with a charter granted by Business Professionals of America, Inc.

Section 2: The administration of Business Professionals of America Secondary Division will be vested in the Board of Trustees of Business Professionals of America, Inc.

Section 3: The Business Professionals of America Secondary Division will have an Executive Council of officers who will be elected annually by the voting delegates of the division. The Executive Council, through the division president, will make recommendations to the Board of Trustees with respect to the welfare of the Business Professionals of America Secondary Division.

Section 4: Application for Membership. Any chief state officer in business and/or office education and/or the person designated by the career and technical division of the state department of education or state board of career and technical education and/or the Business Professionals of America Board of Trustees, upon petition from states/foreign countries where official bodies have not acted upon designee, may apply for membership in Business Professionals of America, Inc. Each state must submit a letter to the National Center requesting the issuance of a charter for the appropriate division of the state association. Such letter shall include a copy of the constitution and bylaws of the state association and a charter fee as determined by the Board of Trustees. The Business Professionals of America Executive Director will notify the person making application of the findings.

An individual chapter from a non-affiliated state may request issuance of a charter by submitting a letter to the National Center. The letter shall include a copy of the constitution and bylaws of the chapter, and a charter fee as determined by the Board of Trustees.

Section 5: *States in Good Standing*. Individual state associations will be considered in good standing if they meet the following requirement each school year: have active local chapters of Business Professionals of America, pay national dues as required, and file such reports and records as the Board of Trustees may require.

ARTICLE IV – MEMBERSHIP

Section 1: The association of any state or territory of the United States may be chartered as a member of Business Professionals of America Secondary Division upon approval of the Board of Trustees of Business Professionals of America, Inc.

Section 2: A state association will consist of the chapters located within a state, and each chapter will consist of student members.

Section 3: The Business Professionals of America Secondary Division will recognize memberships only through any state, territory, or school chapter that is chartered by Business Professionals of America, Inc.

Active members shall be students enrolled in a secondary business and/or related occupational program as approved by that state. An active member must pay dues as established by Business Professionals of America, and will be eligible to hold national office, participate in national award programs, serve as a voting delegate, or to otherwise represent his/her state in national Business Professionals of America affairs.

Professional members may be persons or businesses associated with, or participating in, the professional development of Business Professionals of America. Such members may include advisors, teacher-coordinators, teacher-educators, and supervisors; employers and/or training station sponsors of business education or information technology students; advisory committee members; and others willing to contribute to Business Professionals of America growth and development. Professional members will pay dues as established by Business Professionals of America, but will be ineligible to serve as a national voting delegate or hold national office.

Honorary life members may be individuals approved by the Executive Council of the division and the Board of Trustees of Business Professionals of America, Inc.

ARTICLE V – VOTING

State associations who are members of Business Professionals of America Secondary Division shall exercise their voting privilege through national voting delegates at the National Leadership Conference. The allocation of the voting delegates will be decided each year by the Board of Trustees. A quorum shall consist of a majority of the voting delegates.

ARTICLE VI – OFFICERS

Section 1: Officers of the Secondary Division shall be elected by majority vote of the voting delegates at the National Leadership Conference and shall consist of a president, vice president, secretary, treasurer, historian, parliamentarian, and regional vice presidents, the collective group to be known as the Executive Council.

Section 2: Officers elected at one annual meeting will continue to hold office until the close of the next annual meeting.

ARTICLE VII – MEETINGS

Section 1: A National Leadership Conference shall be held each year between April 15 and May 15, with the time and place to be selected by the Board of Trustees of Business Professionals of America, Inc. The National Leadership Conference shall be the official annual meeting of Business Professionals of America Secondary Division.

Section 2: Parliamentary procedure of all meetings will be governed by the latest edition of *Roberts Rules of Order, Newly Revised*.

ARTICLE VIII – ADVISORS

Section 1: The head state supervisor of career and technical business education or other designated

person of any state affiliated with Business Professionals of America, Inc. and/or the official designated state or regional advisor will be responsible for that state association as described in the Articles of Incorporation. Each teacher and/or teacher coordinator of business and/or office education will serve as advisor of his/her Business Professionals of America chapter.

Section 2: The national advisor will be the Business Education Specialist of the U.S. Department of Education.

Section 3: Advisory committees to assist national Business Professionals of America growth and development may be appointed as deemed necessary by the Board of Trustees of Business Professionals of America, Inc.

ARTICLE IX – FINANCES

Section 1: State associations will be responsible for national dues according to the number of individual members claimed in each membership classification, times the amount established for that classification.

Section 2: The Board of Trustees will control all Business Professionals of America finances and will furnish an annual audit to each chartered state association.

ARTICLE X – EMBLEM AND COLORS

Section 1: Colors are navy blue, tan, and red.

Section 2: The official Business Professionals of America emblem is the shield which represents the aims and objectives of the organization.

Section 3: The official Business Professionals of America flag emphasizes the logo, tagline, and colors.

ARTICLE XI – AMENDMENTS

To amend this constitution, the proposed amendment must be presented in writing by the state association proposing the amendment to all state associations of the Business Professionals of America Secondary Division, the Business Professionals of America Executive Director, and the national secondary president at least sixty (60) days prior to the National Leadership Conference and published in a chapter publication. The Executive Director and the president of the division are responsible for making the proposed amendment known immediately to the Executive Council who must consider the proposed amendment during their next meeting. If it is approved by a three-fourths vote of the Executive Council, the president must then present the proposed

amendment, together with the actions recommended by the Executive Council, to the Board of Trustees of Business Professionals of America, Inc. If approved by a three-fourths vote of the Board, the proposed amendment must be presented at the next scheduled meeting of the Business Professionals of America Secondary Division, and may be adopted by a three-fourths approval of the voting delegates.

ARTICLE XII – RULES, REGULATIONS, AND BYLAWS

The Secondary Division of Business Professionals of America will adopt such rules, regulations and bylaws as are deemed necessary by the voting delegates and the Board of Trustees to operate the Secondary Division.

Bylaws

ARTICLE I – QUALIFICATIONS FOR STUDENT NATIONAL OFFICE

Section 1: Only active members will be eligible for office in the Secondary Division.

Section 2: To be eligible for office in the Secondary Division candidates must meet the qualifications as established by the Business Professionals of America Board of Trustees, but must be holding or have held elective state association, regional/area, or local chapter office in the Secondary Division; and must submit the approved application for candidates for national office.

Section 3: Upon gaining approval of the credentials review committee of the Secondary Division to campaign for an office, any candidate will automatically be disqualified from candidacy for violation of any rule adopted. This determination would be made by the Rules Committee after the violator's case has been heard.

ARTICLE II – DUTIES OF NATIONAL STUDENT OFFICERS

Section 1: President. It shall be the duty of the president to preside at all business meetings; to preside over the Executive Council meetings; to make all necessary committee appointments including the designation of committee chairmen; to develop the Executive Council program of work for the term of office; and to be available, as necessary, in promoting the general welfare of Business Professionals of America.

Section 2: Vice President. It shall be the duty of the vice president to serve in any capacity as directed by the president; to serve as chairman of the committees; to accept the responsibilities of the president as occasions may demand; and to be available, as necessary, in promoting the general

welfare of Business Professionals of America.

Section 3: Secretary. It shall be the duty of the secretary to serve in any capacity as directed by the president; to record the proceedings of all business and Executive Council meetings; to accumulate the minutes and/or proceedings of all committee meetings; and to be available, as necessary, in promoting the welfare of Business Professionals of America.

Section 4: Treasurer. It shall be the duty of the treasurer to serve in any capacity as directed by the president; to present any financial membership reports necessary for the division; and to be available, as necessary, in promoting the general welfare of Business Professionals of America.

Section 5: Historian. It shall be the duty of the historian to maintain the Business Professionals of America yearbook; to accumulate information and material which will be of value in recording the history of Business Professionals of America; and to be available, as necessary, in promoting the general welfare of Business Professionals of America.

Section 6: Parliamentarian. It shall be the duty of the parliamentarian to be responsible for the general conduct at the National Leadership Conference by formulating and distributing rules of conduct approved by the Business Professionals of America Board of Trustees; to review constitutions of new state associations during the National Leadership Conference; to advise on rules of order, should the occasion arise, during the business meetings of Business Professionals of America; and to be available, as necessary, in promoting the general welfare of Business Professionals of America.

Section 7: Regional Vice Presidents. It shall be the duty of each regional vice president to serve the division in any capacity as directed by the president; to promote the growth and development of Business Professionals of America within their region in accordance with the program of work during the term of office; and to be available, as necessary, in promoting the general welfare of Business Professionals of America.

ARTICLE III – THE STUDENT EXECUTIVE COUNCIL

The Executive Council of Business Professionals of America Secondary Division will be composed of the president, vice president, secretary, treasurer, historian, parliamentarian, and regional vice presidents, and shall meet upon the call of the president. It shall be the duty of the Executive Council of the division to plan for the welfare of the division, to represent the division, and to act for the division as occasions may demand.

ARTICLE IV – DUES

The membership year shall be September 1 through August 31. Annual dues for each membership classification shall be established by the Board of Trustees.

ARTICLE V – AMENDMENTS

To amend these bylaws, the proposed amendment must be presented in writing by the state association proposing the amendment to all state associations of Business Professionals of America Secondary Division, the Business Professionals of America Executive Director, and the secondary national president at least sixty (60) days prior to the National Leadership Conference. The Executive Director and the division president are responsible for making the proposed amendment known immediately to the Executive Council who must consider the proposed amendment during their next meeting. The president must then present the proposed amendment, together with the actions recommended by the Executive Council, to the Board of Trustees of Business Professionals of America, Inc. If approved by the Board of Trustees, the proposed amendment will be presented at the next scheduled meeting of Business Professionals of America Secondary Division, and may be adopted by majority approval of the voting delegates of the division.

Constitution and Bylaws/Post-secondary Division

Preamble

With the identification of business, information technology, and office occupations as an area of career and technical education, it has become necessary to provide student group experience for students enrolled in business education programs.

Leadership development through student groups can be effective in strengthening career and technical education for business, information

technology, and office occupations. It is deemed essential that:

1. There be established a career and technical student group to serve the needs of those students enrolled in initial, refresher, or upgrading business education programs.
2. This organization be an integral part of the career and technical education curriculum,

preparing students for business, information technology, and office occupations.

3. The organizational pattern facilitates the use of existing student groups as an integral part of the education pattern for business, information technology, and office occupations as established in law and regulation.
4. This organization provides a means for individual state groups to participate as members of a national student group serving the career and technical education needs of students enrolled in business, information technology, and office occupations.

ARTICLE I – NAME

The name of this organization shall be “Business Professionals of America” and shall be referred to as the “Post-secondary Division.”

ARTICLE II – PURPOSES

The purposes of this organization are:

To assist local chapter members in leadership and professional development.

To unite in a common professional bond without regard to race, creed, sex, disability, age, sexual orientation, or national origin of students enrolled in classes with business employment as their objective.

To develop leadership and professionalism abilities through participation in civic, social, educational, recreational activities, including state and national leadership conferences.

To assist students in establishing realistic employment objectives.

To create enthusiasm for learning.

To encourage the use of ethical practices and the upgrading of professional competence in business, information technology, and/or office careers.

To develop the ability of students to plan together, organize, and carry out worthy activities and projects through the use of the democratic processes.

To cooperate with other organizations to create and nurture an understanding of our free competitive enterprise system.

To develop competent, assertive leaders in business education and business, information technology, and/or office occupations.

To foster practical application of business and leadership skills through competition.

ARTICLE III – ORGANIZATION

Section 1: Business Professionals of America Post-secondary Division is an organization of state associations, each operating in accordance with a charter granted by Business Professionals of America, Inc.

Section 2: The administration of Business Professionals of America Post-secondary Division will be vested in the Board of Trustees of Business Professionals of America, Inc.

Section 3: The Business Professionals of America Post-secondary Division will have an Executive Council of officers who will be elected annually by the voting delegates of the division. The Executive Council, through the division president, will make recommendations to the Board of Trustees with respect to the welfare of the Business Professionals of America Post-secondary Division.

Section 4: *Applications for Membership.* Any chief state officer in business education and/or the person designated by the career and technical division of the state department of education or state board of career and technical education and/or the Business Professionals of America Board of Trustees upon petition from states/foreign countries where official bodies have not acted upon designee, may apply for membership in Business Professionals of America, Inc. Each state must submit a letter to the National Center requesting the issuance of a charter for the appropriate division of the state association. Such letter shall include a copy of the constitution and bylaws of the state association and a charter fee as determined by the Board of Trustees. The Business Professionals of America Executive Director will notify the person making application of the findings.

An individual chapter from a non-affiliated state may request issuance of a charter by submitting a letter to the National Center. The letter shall include a copy of the constitution and bylaws of the chapter, and a charter fee as determined by the Board of Trustees.

Section 5: *States in Good Standing.* Individual state associations will be considered in good standing if they meet the following requirement each school year: have active local chapters of Business Professionals of America, pay national dues as required, and file such reports and records as the Board of Trustees may require.

ARTICLE IV – MEMBERSHIP

Section 1: The association of any state or territory of the United States may be chartered as a member of Business Professionals of America Post-secondary Division upon approval of the Board of Trustees of Business Professionals of America, Inc.

Section 2: A state association will consist of the chapters located within a state, and each chapter will consist of student members.

Section 3: The Business Professionals of America Post-secondary Division will recognize memberships only through any state, territory, or local chapter that is chartered by Business Professionals of America, Inc.

Active members shall be students enrolled in a certificate, associate, baccalaureate, or post-baccalaureate degree program in a two- or four-year institution, accredited by the appropriate state agency, with a career objective to teaching business education or employment in a business occupation. An active member must pay dues as established by Business Professionals of America, Inc., and will be eligible to hold national office, participate in national award programs, serve as a voting delegate, or to otherwise represent his/her state in national Business Professionals of America affairs.

Professional members may be persons or businesses associated with, or participating in, the professional development of Business Professionals of America Post-secondary Division. Such members may include advisors, teacher-coordinators, teacher-educators, and supervisors; employers and/or training station sponsors of business education or information technology students; advisory committee members; and others willing to contribute to Business Professionals of America growth and development. Professional members will pay dues as established by Business Professionals of America, Inc., but will be ineligible to serve as a national voting delegate or hold national office.

Honorary life members may be individuals approved by the Executive Council of the division and the Board of Trustees of Business Professionals of America, Inc.

ARTICLE V – VOTING

State associations who are members of Business Professionals of America Post-secondary Division shall exercise their voting privilege through national voting delegates at the National Leadership Conference. The allocation of the voting delegates will be decided each year by the Board of Trustees. A quorum shall consist of a majority of the voting delegates.

ARTICLE VI – OFFICERS

Section 1: Officers of the Post-secondary Division shall be elected by majority vote of the voting delegates at the National Leadership Conference and shall consist of a president, executive vice president, secretary/treasurer, and parliamentarian. The collective group to be known as the Executive Council of the Business Professionals of America Post-secondary Division. Offices will be left vacant until the next election year if candidates do not receive a majority vote.

Section 2: Officers elected at one annual meeting will continue to hold office until the close of the next annual meeting, subject to conditions of office established in Policies and Procedures for the division.

ARTICLE VII – MEETINGS

Section 1: A National Leadership Conference shall be held each year between April 15 and May 15, with the time and place to be selected by the Board of Trustees of Business Professionals of America, Inc. The National Leadership Conference shall be the official annual meeting of Business Professionals of America Post-secondary Division.

Section 2: Parliamentary procedure of all meetings will be governed by the latest edition of *Roberts Rules of Order, Newly Revised*.

ARTICLE VIII – ADVISORS

Section 1: The head state supervisor of career and technical business education or other designated person of any state affiliated with Business Professionals of America, Inc. and/or the official designated state or regional advisor will be responsible for that state association as described in the Articles of Incorporation. A professional or alumni member will serve as advisor of his/her Business Professionals of America chapter.

Section 2: The national advisor will be the Business Education Specialist of the U.S. Department of Education.

Section 3: Advisory committees to assist national Business Professionals of America growth and development may be appointed as deemed necessary by the Board of Trustees of Business Professionals of America, Inc.

ARTICLE IX – FINANCES

Section 1: State associations will be responsible for national dues according to the number of individual members claimed in each membership classification, times the amount established for that classification.

Section 2: The Board of Trustees will control all Business Professionals of America finances and will furnish an annual audit to each chartered state association.

ARTICLE X – EMBLEM AND COLORS

Section 1: Colors are navy blue, tan, and red.

Section 2: The official Business Professionals of America emblem is the shield which represents the aims and objectives of the organization.

Section 3: The official Business Professionals of America flag emphasizes the logo, tagline, colors.

ARTICLE XI – AMENDMENTS

To amend this constitution, the proposed amendment must be presented in writing by the state association proposing the amendment to the Business Professionals of America Executive Director and the Post-secondary National President at least sixty (60) days prior to the National Leadership Conference. The Executive Director is responsible for presenting the proposed amendment in writing to all state associations of the Business Professionals of America Post-secondary Division at least thirty (30) days prior to the National Leadership Conference. The president of the division is responsible for making the proposed amendment known immediately to the Executive Council who must consider the proposed amendment during their next meeting. If it is approved by a three-fourths vote of the Executive Council, the president must then present the proposed amendment, together with the actions recommended by the Executive Council, to the Board of Trustees of Business Professionals of America, Inc. If approved by a three-fourths vote of the Board, the proposed amendment must be presented at the next scheduled meeting of the Business Professionals of America Post-secondary Division, and may be adopted by a three-fourths approval of the voting delegates of the Post-secondary Division.

ARTICLE XII – RULES, REGULATIONS, AND BYLAWS

The Business Professionals of America Post-secondary Division will adopt such rules, regulations and bylaws as are deemed necessary by the voting delegates and the Board of Trustees to operate the division.

Bylaws

ARTICLE I – QUALIFICATIONS FOR STUDENT NATIONAL OFFICE

Section 1: Only active members will be eligible for office in the Post-secondary Division.

Section 2: To be eligible for office in the Post-secondary Division candidates must meet the qualifications as established by the Business Professionals of America Board of Trustees, but must be holding or have held elective state association, regional/area, or local chapter office in the Post-secondary Division; and must submit the approved application for candidates for national office.

Section 3: Upon gaining approval of the credentials review committee of the Business Professionals of America Post-secondary Division to campaign for an office, any candidate will automatically be disqualified from candidacy for violation of any rule adopted. This determination would be made by the Rules Committee after the violator's case has been heard.

ARTICLE II – DUTIES OF NATIONAL STUDENT OFFICERS

Section 1: President. It shall be the duty of the president to preside at all business meetings; to preside over the Executive Council meetings; to make all necessary committee appointments including the designation of committee chairmen; to develop the Executive Council program of work for the term of office; and to be available, as necessary, in promoting the general welfare of Business Professionals of America.

Section 2: Executive Vice President. It shall be the duty of the executive vice president to serve in any capacity as directed by the president; to serve as chairman of the committees; to accept the responsibilities of the president as occasions may demand; and to be available, as necessary, in promoting the general welfare of Business Professionals of America.

Section 3: Secretary/Treasurer. It shall be the duty of the secretary/treasurer to serve in any capacity as directed by the president; to record all business and Executive Council meetings; to accumulate the minutes and/or proceedings of all committee meetings; to present any financial membership reports necessary for the division; and to be available, as necessary, in promoting the general welfare of Business Professionals of America.

Section 4: Parliamentarian. It shall be the duty of the parliamentarian to be responsible for the general conduct at the National Leadership Conference by formulating and distributing rules of conduct approved by the Business Professionals of America Board of Trustees; to review constitutions of new state associations during the National Leadership Conference; to advise on rules of order, should the occasion arise, during the business meetings of Business Professionals of America; and to be available, as necessary, in promoting the general welfare of Business Professionals of America.

ARTICLE III – THE STUDENT EXECUTIVE COUNCIL

The Executive Council of Business Professionals of America Post-secondary Division will be composed of the president, executive vice president, secretary/treasurer, and parliamentarian, and shall meet upon the call of the president. It shall be the duty of the Executive Council of the division to plan for the welfare of the division, to represent the division, and to act for the division as occasions may demand.

ARTICLE IV – DUES

The membership year shall be September 1 through August 31. Annual dues for each membership classification shall be established by the Board of Trustees.

ARTICLE V – AMENDMENTS

To amend these bylaws, the proposed amendment must be presented in writing by the state

association proposing the amendment to the Business Professionals of America Executive Director and the Post-secondary national president at least sixty (60) days prior to the National Leadership Conference. The Executive Director is responsible for presenting the proposed amendment in writing to all state associations of Business Professionals of America Post-secondary Division at least thirty (30) days prior to the National Leadership Conference. The president of the division is responsible for making the proposed amendment known immediately to the Executive Council who must consider the proposed amendment during their next meeting. The president must then present the proposed amendment, together with the actions recommended by the Executive Council, to the Board of Trustees of Business Professionals of America, Inc. If approved by the Board of Trustees, the proposed amendment will be presented at the next scheduled meeting of Business Professionals of America Post-secondary Division, and may be adopted by majority approval of the voting delegates of the division.

Constitution and Bylaws/Associate Division

Preamble

With the identification of business and office occupations as an area of career/technical education, it has become necessary to provide student group experience for students enrolled in business education programs.

Leadership development through student groups can be effective in strengthening career/technical education for business and office occupations. It is deemed essential that:

1. There be established a career/technical student group to serve the needs of those students enrolled in initial, refresher, or upgrading business and/or office education programs.
2. This organization be an integral part of the career/technical education curriculum preparing students for business and office occupations.
3. The organizational pattern facilitates the use of existing student groups as an integral part of the education pattern for business and office occupations as established in law and regulation.
4. This organization provides a means for individual state groups to participate as members of a national student group serving the career/technical educational needs of students enrolled in business and office occupations.

ARTICLE I – NAME

The name of this organization shall be “Business Professionals of America” and shall be referred to as the “Associate Division.”

ARTICLE II – PURPOSES

The purposes of this organization are:

To assist local chapter members in leadership and development.

To unite in a common professional bond without regard to race, creed, sex, sexual orientation or national origin of students enrolled in classes with business employment as their objective.

To develop leadership abilities through participation in career/technical education, civic, recreational, and social activities.

To assist students in establishing realistic employment objectives.

To create enthusiasm for learning.

To promote high standards in ethics, workmanship, and scholarship.

To develop the ability of students to plan together, organize, and carry out worthy activities and projects through the use of the democratic processes.

To foster an understanding of the functions of labor, entrepreneurial, and management organizations in the American free enterprise system.

To develop competent, aggressive leaders in business education.

To develop and strengthen members' confidence in themselves and their work.

To provide satisfactory social and recreational activities.

To foster practical application of business education skills through competition.

ARTICLE III – ORGANIZATION

Section 1: Business Professionals of America Associate Division is an organization of state associations, each operating in accordance with a charter granted by Business Professionals of America, Inc.

Section 2: The administration of Business Professionals of America Associate Division will be vested in the Board of Trustees of Business Professionals of America, Inc.

Section 3: *Application for Membership.* Any chief state officer in business and/or office education and/or the person designated by the career/technical division of the state department of education or state board of career/technical education and/or the Business Professionals of America Board of Trustees, upon petition from states/foreign countries where official bodies have not acted upon designee, may apply for membership in Business Professionals of America, Inc. Each state must submit a letter to the National Center requesting the issuance of a charter for the appropriate division of the state association. Such letter shall include a copy of the constitution and bylaws of the state association and a charter fee as determined by the Board of Trustees. The Business Professionals of America Executive Director will notify the person making application of the findings.

An individual chapter from a non-affiliated state may request issuance of a charter by submitting a letter to the National Center. The letter shall include a copy of the constitution and bylaws of the chapter, and a charter fee as determined by the Board of Trustees.

Section 4: *States in Good Standing.* Individual state associations will be considered in good standing if they meet the following requirement each school year: have active local chapters of Business Professionals of America, pay national dues as required, and file such reports and records as the Board of Trustees may require.

ARTICLE IV – MEMBERSHIP

Section 1: The association of any state or territory of the United States may be chartered as a member of Business Professionals of America Associate Division upon approval of the Board of Trustees of Business Professionals of America, Inc.

Section 2: A state association will consist of the chapters located within a state, and each chapter will consist of student members.

Section 3: The Business Professionals of America Associate Division will recognize memberships only through any state, territory, or school chapter that is chartered by Business Professionals of America, Inc.

Active members shall be students enrolled in a secondary business and/or office education program for special populations as approved by that state. An active member must pay dues as established by Business Professionals of America, and will be eligible to participate in national award programs, serve as a voting delegate, or to otherwise represent his/her state in national Business Professionals of America affairs approved for the Associate Division by the Board of Trustees of Business Professionals of America, Inc.

Professional members may be persons or businesses associated with, or participating in, the professional development of Business Professionals of America. Such members may include advisors, teacher-coordinators, teacher-educators, and supervisors; employers and/or training station sponsors of business and/or office education students; advisory committee members; and others willing to contribute to Business Professionals of America growth and development. Professional members will pay dues as established by Business Professionals of America, but will be ineligible to serve as a national voting delegate or hold national office.

Honorary life members may be individuals approved by the Executive Council of the division and the Board of Trustees of Business Professionals of America, Inc.

ARTICLE V – VOTING

State associations who are members of Business Professionals of America Associate Division shall exercise their voting privilege through national voting delegates at the National Leadership Conference. The allocation of the voting delegates will be decided each year by the Board of Trustees.

ARTICLE VI – OFFICERS

Section 1: The Associate Division will not have elected national officers.

ARTICLE VII – MEETINGS

Section 1: A National Leadership Conference shall be held each year, with the time and place to be selected by the Board of Trustees of Business Professionals of America, Inc. The National Leadership Conference shall be the official annual meeting of Business Professionals of America Secondary Division and Associate Division.

Section 2: Parliamentary procedure of all meetings will be governed by the latest edition of *Roberts Rules of Order, Newly Revised*.

ARTICLE VIII – ADVISORS

Section 1: The chief state officer of career/technical business education or other designated person of any state affiliated with Business Professionals of America, Inc. and/or the official designated state or regional advisor will be responsible for that state association as described in the Articles of Incorporation. Each teacher and/or teacher coordinator of business and/or office education will serve as advisor of his/her Business Professionals of America chapter.

Section 2: The national advisor will be the Business Education Specialist of the U.S. Department of Education.

Section 3: Advisory committees to assist national Business Professionals of America growth and development may be appointed as deemed necessary by the Board of Trustees of Business Professionals of America, Inc.

ARTICLE IX – FINANCES

Section 1: State associations will be responsible for national dues according to the number of individual members claimed in each membership classification, times the amount established for that classification.

Section 2: The Board of Trustees will control all Business Professionals of America finances and will furnish an annual audit to each chartered state association.

ARTICLE X – EMBLEM AND COLORS

Section 1: Colors are navy blue, tan, and red.

Section 2: The official Business Professionals of America emblem is the shield which represents the aims and objectives of the organization.

Section 3: The official Business Professionals of America flag emphasizes the logo, tagline, and colors.

ARTICLE XI – AMENDMENTS

To amend this constitution, the proposed amendment must be presented in writing by the state association proposing the amendment to all state associations of the Business Professionals of America Associate Division and the Business Professionals of America Executive Director at least sixty (60) days prior to the National Leadership Conference and published in a chapter publication. The Executive Director is responsible for making the proposed amendment known immediately to the Board of Trustees of Business Professionals of America, Inc. If approved by a three-fourths vote of the Board, the proposed amendment must be presented at the next scheduled meeting of the Business Professionals of America Associate Division, and may be adopted by a three-fourths approval of the voting delegates.

ARTICLE XII – RULES, REGULATIONS, AND BYLAWS

The Associate Division of Business Professionals of America will adopt such rules, regulations and bylaws as are deemed necessary by the voting delegates and the Board of Trustees to operate the Associate Division.

Bylaws

ARTICLE I – DUES

The membership year shall be September 1 through August 31. Annual dues for each membership classification shall be established by the Board of Trustees.

ARTICLE II – AMENDMENTS

To amend these bylaws, the proposed amendment must be presented in writing by the state association proposing the amendment to all state associations of Business Professionals of America Associate Division and the Business Professionals of America Executive Director at least sixty (60) days prior to the National Leadership Conference. The Executive Director is responsible for making the proposed amendment known immediately to the Board of Trustees of Business Professionals of America, Inc. If approved by the Board of Trustees, the proposed amendment will be presented at the next scheduled meeting of Business Professionals of America Associate Division, and may be adopted by majority approval of the voting delegates of the division.

Constitution and Bylaws/Middle Level Division

Preamble

With the identification of business and office occupations as an area of career/technical education, it has become necessary to provide student group experience for students enrolled in business education programs.

Leadership development through student groups can be effective in strengthening career/technical education for business and office occupations. It is deemed essential that:

1. There be established a career/technical student group to serve the needs of those students enrolled in initial, refresher, or upgrading business, career and technical, and career or related educational programs.
2. This organization is an integral part of the career/technical education curriculum preparing students for business and office occupations.
3. The organizational pattern facilitates the use of existing student groups as an integral part of the education pattern for business and office occupations as established in law and regulation.
4. This organization provides a means for individual state groups to participate as members of a national student group serving the career/technical educational needs of students enrolled in business and office occupations and to encourage ongoing participation in the Secondary Division of Business Professionals of America.

ARTICLE I – NAME

The name of this organization shall be “Business Professionals of America” and shall be referred to as the “Middle Level Division.”

ARTICLE II – PURPOSES

The purposes of this organization are:

To assist local chapter members in leadership and development.

To unite in a common professional bond without regard to race, creed, sex, disability, age, sexual orientation, or national origin of students enrolled in classes with business employment as their objective.

To develop leadership abilities through

participation in career/technical education, civic, recreational, and social activities.

To assist students in establishing realistic employment objectives.

To create enthusiasm for learning.

To promote high standards in ethics, workmanship, and scholarship.

To develop the ability of students to plan together, organize, and carry out worthy activities and projects through the use of the democratic processes.

To foster an understanding of the functions of labor, entrepreneurial, and management organizations in the American free enterprise system.

To develop competent, aggressive leaders in business education.

To develop and strengthen members’ confidence in themselves and their work.

To provide satisfactory social and recreational activities.

To foster practical application of business education skills through competition while encouraging ongoing participation in the Middle Level Division of Business Professionals of America.

ARTICLE III – ORGANIZATION

Section 1: Business Professionals of America Middle Level Division is an organization of state associations, each operating in accordance with a charter granted by Business Professionals of America, Inc.

Section 2: The administration of Business Professionals of America Middle Level Division will be vested in the Board of Trustees of Business Professionals of America, Inc.

Section 3: Application for Membership. Any chief state officer in business and/or office education and/or the person designated by the career/technical division of the state department of education or state board of career/technical education and/or the Business Professionals of America Board of Trustees, upon petition from states/foreign countries where official bodies have not acted upon designee, may apply for membership in Business Professionals of America, Inc. Each state must submit a letter to the National Center requesting the issuance of a charter for the appropriate

division of the state association. Such letter shall include a copy of the constitution and bylaws of the state association and a charter fee as determined by the Board of Trustees. The Business Professionals of America Executive Director will notify the person making application of the findings.

An individual chapter from a non-affiliated state may request issuance of a charter by submitting a letter to the National Center. The letter shall include a copy of the constitution and bylaws of the chapter, and a charter fee as determined by the Board of Trustees.

Section 4: States in Good Standing. Individual state associations will be considered in good standing if they meet the following requirements each school year: have active local chapters of Business Professionals of America, pay national dues as required, and file such reports and records as the Board of Trustees may require.

ARTICLE IV – MEMBERSHIP

Section 1: The association of any state or territory of the United States may be chartered as a member of Business Professionals of America Middle Level Division upon approval of the Board of Trustees of Business Professionals of America, Inc.

Section 2: A state association will consist of the chapters located within a state, and each chapter will consist of student members.

Section 3: The Business Professionals of America Middle Level Division will recognize memberships only through any state, territory, or school chapter that is chartered by Business Professionals of America, Inc.

Active members shall be students enrolled in a middle level business, office education, and/or information technology education program as approved by that state. An active member must pay dues as established by Business Professionals of America, and will be eligible to participate in national award programs, or to otherwise represent his/her state in national Business Professionals of America affairs approved by the Board of Trustees of Business Professionals of America, Inc.

Professional members may be persons or businesses associated with, or participating in, the professional development of Business Professionals of America. Such members may include advisors, teacher-coordinators, teacher-educators, and supervisors; employers and/or training station sponsors of business, office education, and/or information technology education students; advisory committee members; and others willing to contribute to Business Professionals of America growth and development. Professional members will pay dues as established

by Business Professionals of America, but will be ineligible to serve as a national voting delegate or hold national office.

ARTICLE V – VOTING

State associations who are members of Business Professionals of America Middle Level Division will not be engaged in voting at the National Leadership Conference.

ARTICLE VI – OFFICERS

The Middle Level Division will not elect any national officers.

ARTICLE VII – MEETINGS

Section 1: A National Leadership Conference shall be held each year, with the time and place to be selected by the Board of Trustees of Business Professionals of America, Inc. The National Leadership Conference shall be the official annual meeting of Business Professionals of America Secondary Division, Associate Division, and Middle Level Division.

Section 2: The current edition of *Roberts Rules of Order, Newly Revised* will be the governing parliamentary authority for all meetings.

ARTICLE VIII – ADVISORS

Section 1: The chief state officer of career/technical business education or other designated person of any state affiliated with Business Professionals of America, Inc. and/or the official designated state or regional advisor will be responsible for that state association as described in the Articles of Incorporation. Each teacher and/or teacher coordinator of business, office education, and/or information technology education will serve as advisor of his/her Business Professionals of America chapter.

Section 2: Advisory committees to assist national Business Professionals of America growth and development may be appointed as deemed necessary by the Board of Trustees of Business Professionals of America, Inc.

ARTICLE IX – FINANCES

Section 1: State associations will be responsible for national dues according to the number of individual members claimed in each membership classification, times the amount established for that classification.

Section 2: The Board of Trustees will control all Business Professionals of America finances and will furnish an annual audit to each chartered state association.

ARTICLE X – LOGO AND COLORS

Section 1: Colors are navy blue, tan, and red.

Section 2: The official Business Professionals of America emblem is the logo which features the words Business Professionals of America.

Section 3: The official Business Professionals of America flag emphasizes the logo, tagline, and colors.

ARTICLE XI – AMENDMENTS

To amend this constitution, the proposed amendment must be presented in writing by the state association proposing the amendment to all state associations and the Business Professionals of America Executive Director at least sixty (60) days prior to the National Leadership Conference. The Executive Director is responsible for making the proposed amendment known immediately to the Board of Trustees of Business Professionals of America, Inc. If approved by a majority vote of the Board, the proposed amendment must be presented at the next scheduled meeting of Business Professionals of America, Inc., held in conjunction with the annual National Leadership Conference. The amendment requires a two-thirds vote of the Corporate members.

ARTICLE XII – RULES, REGULATIONS, AND BYLAWS

The Secondary Division of Business Professionals of America will adopt such rules, regulations and bylaws as are deemed necessary by the voting delegates and the Board of Trustees to operate the Middle Level Division.

Bylaws

ARTICLE I – DUES

The membership year shall be September 1 through August 31. The Board of Trustees shall establish annual dues for each membership classification.

ARTICLE II – AMENDMENTS

To amend these bylaws, the proposed amendment must be presented in writing by the state association proposing the amendment to all state associations and the Business Professionals of America Executive Director at least sixty (60) days prior to the National Leadership Conference. The Executive Director is responsible for making the proposed amendment known immediately to the Board of Trustees of Business Professionals of America, Inc. If approved by a majority vote of the Board of Trustees, the proposed amendment will be presented at the next scheduled meeting of Business Professionals of America, Inc., held in conjunction with the annual National Leadership Conference. The amendment requires a majority vote of the Corporate members.

Sample Local Chapter Constitution and Bylaws

This is a sample constitution for your local chapter to use. Spaces have been left blank for you to insert specific information concerning the operations of your particular chapter. A few suggestions are listed to assist in the completion of this sample constitution for your chapter.

ARTICLE I

Your school name or class name should be used when referring to the name of a “chapter.” Your state name should be used when referring to the name of a “state association.” The divisions for use in the Business Professionals of America organization are: Middle Level, Secondary (high school), Associate, Post-secondary (two-year, four-year programs, or adult education), and Alumni.

Article III

Officers may be elected annually by the chapter members. The administration of your chapter can be vested in: the advisor, officers, school administration, or any combination of the aforementioned.

Date

This is the date the constitution has been approved or amended by your local chapter.

Sample Constitution

_____ Chapter

Preamble

With the identification of business and office occupations as an area of career/technical education, it has become necessary to provide student group experience for students enrolled in business education programs.

Leadership development through student groups can be effective in strengthening career/technical education for business and office occupations. It is deemed essential that:

1. There be established a career/technical student group to serve the needs of those students enrolled in initial, refresher, or upgrading business, career and technical, and career or related education programs.
2. This organization be an integral part of the career/technical education curriculum preparing students for business and office occupations.
3. The organizational pattern facilitates the use of existing student groups as an integral part of the education pattern for business and office occupations as established in law and regulation.
4. This organization provides a means for individual state groups to participate as members of a national student group serving the career/technical educational needs of students enrolled in business and office occupations.

ARTICLE I – NAME

The name of this organization shall be “Business Professionals of America, _____ Chapter” and shall be associated with the _____ (state) Association and (Associate/Middle Level/Secondary/Post-secondary) Division of the national organization.

ARTICLE II – PURPOSES

The purposes of this organization are:

To provide opportunities for chapter members in leadership and development.

To unite in a common professional bond without regard to race, creed, sex, sexual orientation, disability, age, or national origin of students enrolled in classes with business employment as their objective.

To develop leadership abilities through participation in career/technical education, civic, recreational, and social activities.

To assist students in establishing realistic employment objectives.

To create enthusiasm for learning.

To promote high standards in ethics, workmanship, and scholarship.

To develop the ability of students to plan together, organize, and carry out worthy activities and projects through the use of the democratic processes.

To foster an understanding of the functions of labor, entrepreneurial, and management organizations in

the American free enterprise system.

To develop competent, aggressive leaders in business education.

To develop and strengthen members' confidence in themselves and their work.

To provide satisfactory social and recreational activities.

To foster practical application of business education skills through competition.

ARTICLE III – ORGANIZATION

Section 1: Business Professionals of America, _____ Chapter is an organization operating in accordance with a charter granted by the _____ (state) Association which is granted a charter by Business Professionals of America, Inc.

Section 2: The administration of Business Professionals of America, _____ Chapter will be vested in _____.

Section 3: The Business Professionals of America, _____ Chapter will have officers who will be elected annually by the membership. The officers, through the chapter president, will make recommendations to their advisor with respect to the welfare of the Business Professionals of America, _____ Chapter.

ARTICLE IV – MEMBERSHIP

Membership in the Business Professionals of America, _____ Chapter shall consist of any student from _____ enrolled in a business and/or office education program as approved by the state of _____. The members must pay dues as established by the local, state, and national association; and will be eligible to hold office, participate in award programs, serve as a delegate to state and national meetings, or to otherwise represent his/her chapter in state and/or national Business Professionals of America affairs.

ARTICLE V – VOTING

Local members of Business Professionals of America, _____ Chapter shall exercise their voting privilege through voting delegates at conferences. The allocation of the voting delegates from each chapter to the state and national association will be determined each year by the respective associations.

ARTICLE VI – OFFICERS

Officers of the _____ Chapter shall be elected by majority vote of the membership. Officer positions shall consist of a president, vice president, secretary, treasurer, historian, and parliamentarian. Officers elected one term shall continue to hold office until the election of officers the following term. The term of office shall be _____.

ARTICLE VII – MEETINGS

Regular meetings of the _____ Chapter will be held. Parliamentary procedure for all meetings will be governed by the latest edition of *Roberts Rules of Order, Newly Revised*.

ARTICLE VIII – ADVISORS

The teacher or teacher/coordinator of each business and/or office education program will serve as advisor of his/her Business Professionals of America chapter. However, an alternative advisor may be appointed as deemed necessary by the school administration.

ARTICLE IX – FINANCES

Local associations will be responsible for local, state, and national dues according to the number of individual members claimed. The _____ Chapter is also responsible for submitting dues to the appropriate designee by the designated deadline(s).

ARTICLE X – EMBLEM AND COLORS

Section 1: Colors are navy blue, tan, and red.

Section 2: The official Business Professionals of America emblem is the shield which represents the aims and objectives of the organization.

Section 3: The official Business Professionals of America flag emphasizes the logo, tagline, and colors.

ARTICLE XI – AMENDMENTS

To amend this constitution, the proposed amendment must be presented in writing by the member proposing the amendment to the chapter president and chapter advisor at least ten days prior to the next regularly scheduled chapter meeting. The proposed amendment may be adopted by a two-thirds approval of the voting members.

ARTICLE XII – RULES, REGULATIONS, AND BYLAWS

The _____ Chapter of Business Professionals of America will adopt such rules, regulations, and bylaws as are deemed necessary by the members and advisor.

Bylaws

ARTICLE I – QUALIFICATIONS FOR STUDENT OFFICE

Section 1: Only active members will be eligible for office in the _____ Chapter.

Section 2: To be eligible for office in the _____ Chapter candidates must meet the qualifications as established by the chapter advisor.

ARTICLE II – DUTIES OF STUDENT OFFICERS

Section 1: *President*. It shall be the duty of the president to preside at all business meetings; to preside over officer meetings; to make all necessary committee appointments including the designation of committee chairmen; to be available, as necessary, in promoting the general welfare of Business Professionals of America.

Section 2: *Vice President*. It shall be the duty of the vice president to serve in any capacity as directed by the president; to serve as chairman of the committees; to accept the responsibilities of the president as occasions may demand; and to be available, as necessary, in promoting the general welfare of Business Professionals of America.

Section 3: *Secretary*. It shall be the duty of the secretary to serve in any capacity as directed by the president; to record the proceedings of all business and officer meetings; to be available, as necessary, in promoting the general welfare of Business Professionals of America.

Section 4: *Treasurer*. It shall be the duty of the treasurer to serve in any capacity as directed by the

president; to present any financial membership reports necessary for the division; and to be available, as necessary, in promoting the general welfare of Business Professionals of America.

Section 5: *Historian*. It shall be the duty of the historian to maintain the Business Professionals of America _____ Chapter yearbook; the history of Business Professionals of America, _____ Chapter; and to be available, as necessary, in promoting the general welfare of Business Professionals of America.

Section 6: *Parliamentarian*. It shall be the duty of the parliamentarian to be responsible for the general conduct at the meeting; to rule on rules of order, should the occasion arise, during the business meetings of Business Professionals of America, _____ Chapter; and to be available, as necessary, in promoting the general welfare of Business Professionals of America.

ARTICLE III – DUES

The membership year shall be September 1 through August 31. Annual state and national dues shall be established by the state and national associations and be the responsibility of the local chapter for the submission of these dues within the deadline. Local dues may be established and handled locally.

ARTICLE V – AMENDMENTS

To amend these bylaws, the proposed amendment must be presented in writing by a member to the chapter president and chapter advisor at least ten days prior to the next regularly scheduled chapter meeting. The proposed amendment must be considered at the next chapter meeting. The proposed amendment may be adopted by a majority approval of the voting members.

(Date)

Recognition Awards

1969 Distinguished Service Award

Thaine McCormick, *U.S. Department of Education*
Webb Tenney, *U.S. Department of Education*
C. L. Greiber, *State Director, Wisconsin VTAE Board*
Walter Jacoby, *American Institute of Cooperation*
John Snyder, *State Director, Kansas State Department of Education*

Distinguished Citation Award

Robert Madson, *State Director, Minnesota Department of Education*
H. D. Shotwell, *Consultant, Kansas Department of Education*
Rosemary Shanus, *Local Advisor, Minnesota OEA*
Weldon Else, *State Supervisor, Iowa Department of Education*
Lillian Martino, *Executive Director, National Secretaries Association*

1970 Distinguished Service Award

John Guemple
Bruce Blackstone, *U.S. Department of Education*

Distinguished Citation Award

James Bowling, *Local Advisor, Ohio OEA*
Don Strait, *State Supervisor, Kansas Department of Education*
Ron Jarchow, *State Supervisor, Iowa Department of Education*
Lucille Wright, *Teacher Educator, Iowa*
W. Dean Rolfe, *State Supervisor, Minnesota Department of Education*

1972 Honorary Life Membership

Dr. Robert Worthington, *Assistant Secretary, U.S. Department of Education*

Outstanding Service Award

Jody Olson, *Local Advisor, Wisconsin OEA*

1973 Distinguished Service Award

Robert Madson, *State Director, Chicago, Illinois*
Bob Gordon, *State Supervisor, New Mexico Department of Education*
Janet Hughes, *State Supervisor, Montana Department of Education*
Grace Montgomery, *Delaware*
Don Potter, *State Supervisor, Ohio Department of Education*

1974 Distinguished Service Award

Robert Madson, *State Director, Minnesota Department of Education*
Rosemary Fruehling, *Local Advisor, New Jersey OEA*
W. Dean Rolfe, *State Supervisor, Minnesota Department of Education*
Jim Finical, *Teacher Educator, New Mexico*
Don Bright, *Teacher Educator, Ohio*
Weldon Else, *State Supervisor, Iowa Department of Education*
Robert Van Tries, *State Director, Minnesota Department of Education*

Special Recognition

Everett Fuller, *Chief State Supervisor, Texas Education Agency*

Founders Award

Bruce Blackstone, *U.S. Department of Education*

1975 Distinguished Service Award

Elaine R. Pitts, *S & H Company*
James Wykle, *U.S. Department of Education*
Darlene Anderson, *Local Advisor, Minnesota OEA*
Larry Fraser, *Local Advisor, Minnesota OEA*

1976 Distinguished Service Citation

Elmer Bittleston, *State Supervisor, Idaho Department of Education*

Outstanding Service Award

Bea Durston, *Holiday Inn, Kansas*

Joe Burke

Founders Award

H. D. Shotwell, *State Supervisor, Kansas Department of Education*

Walter Chojnowski, *Consultant, Wisconsin VTAE Board*

Honorary Life Membership

James Bowling, *Local Advisor, Michigan*

John Snyder, *State Director, Kansas Department of Education*

1977 Distinguished Service Citation

John D. Lee, *State Supervisor, Indiana Department of Education*

James Urness, *Consultant, Wisconsin VTAE Board*

Maxine Emery, *State Supervisor, Texas Education Agency*

1978 Distinguished Service Citation

Marie Maddox, *Local Advisor, Texas OEA*

Larry Shinn, *Local Advisor, Indiana OEA*

H. Marc Goodman, *State Advisor, Massachusetts*

Outstanding Service Award

Florence Gorman, *Local Advisor, Ohio OEA*

Robbie Knoy, *Local Advisor, New Mexico OEA*

Pat Winter, *Local Advisor, Kansas OEA*

Honorary Life Membership

Glenodine Pippin, *Local Advisor, Texas OEA*

1979 Outstanding Service Award

Melvin J. Boltz, Jr., *The Inkwel, Ohio*

Madison National Life Insurance Company, *Wisconsin*

Pauline Mosny, *Local Advisor, Massachusetts OEA*

Elaine Pitts, *S. & H Company*

Donald E. Potter, *State Supervisor, Ohio Department of Education*

1980 Outstanding Service Award

Marjorie Reagon, *Local Advisor, Illinois OEA*

The Quaker Oats Company, *Chicago, Illinois*

Gary McLean, *Teacher Educator, Minnesota*

Charles W. King, Jr., *Former OEA Executive Director*

1981 Outstanding Service Award

Jim Brown, *Minnesota Department of Education*

Helene Hall, *Local Advisor, Kansas OEA*

Maxine Van Court, *Local Advisor, New Mexico OEA*

1982 Outstanding Service Award

Walter Chojnowski, *Consultant, Wisconsin VTAE Board*

Robert Hollingshead, *State Supervisor, Tennessee Department of Education*

Mary Ann Jolly, *3M*

Dwight Loken, *OEA Associate Director*

Forrest Sears, *State Supervisor, Indiana Department of Education*

1983 Outstanding Service Award

M. Joe Bowen, *Local Advisor, Iowa OEA*

Ronald Ciastko, *Local Advisor, Illinois OEA*

Jim Murray, *Alumni, Wisconsin*

1984 Outstanding Service Award

Bill Dross, *State Supervisor, Ohio Department of Education*
Vern Fennell, *State Supervisor, Iowa Department of Education*
Truman Jackson, *State Supervisor, Iowa Department of Education*
Dean Schuenke, *Local Advisor, Minnesota OEA*
Jack Sullivan, *State Supervisor, Minnesota Department of Education*

1985 Outstanding Service Award

Jack Reed, *Local Advisor, Iowa OEA*
Bob Richards, *Local Advisor, Illinois OEA*

1986 Outstanding Service Award

William Boyd, *Procter & Gamble Co., Ohio*
Diane Lewis, *Local Advisor, Minnesota OEA*

Hall of Fame

Dr. Bruce Blackstone, *(retired) program specialist, U.S. Department of Education*
Mr. Walter J. Chojnowski, *(retired) program specialist, Wisconsin Board of Vocation, Technical, and Adult Education*
Dr. Rosemary Fruehling, *Department of Education, Minnesota*
Mrs. Elaine Pitts, *(retired) vice president, Sperry and Hutchinson*

1987 Hall of Fame

H. D. Shotwell, *(retired) Department of Education, Kansas*

1988 Hall of Fame

John D. Lee, *Department of Education, Indiana*

Outstanding Service Award

Al Roane, *South-Western Publishing Co., Ohio*
Larry Shinn, *Local Advisor, Indiana*
Dan Petersen, *State Supervisor, Idaho*

1989 Hall of Fame

Elmer Bittleston, *State Supervisor, Idaho Department of Education*

Outstanding Service Award

Peggy A. Demgen, *Local Advisor, Wisconsin*
Charles Geick, *Alumni*
Nancy Perkins, *State Advisor, Massachusetts Association*
Gladys Renick, *Local Advisor, Wisconsin*
Bea Wells, *Local Advisor, Ohio*

1990 Hall of Fame

James R. Murray, *Alumni*

Outstanding Service Award

Dr. Sarah Bell, *Local Advisor, Delaware*
Steve Darnell, *State Advisor, Delaware Association*
Beth Fogelsong, *Project Specialist, National Center Staff, Ohio*
Dr. Marianne Frye, *Local Advisor, Wisconsin*
Sharon A. Sharrett, *Local Advisor, Indiana*

1991 Hall of Fame

Robert Madson, *Vice Chancellor, Minnesota Technical College System*

Outstanding Service Award

Suevonne Carlson, *Local Advisor, Minnesota*
Charlotte Coomer, *State Advisor, Ohio Association*
Dave McCabe, *Executive Director, Minnesota State Association*
Marion Reed, *State Advisor, Montana Association*
Korlyn Williams, *State Advisor, Alaska Association*

1992 Hall of Fame

Vern Fennell, *State Supervisor, Iowa Department of Education*

Outstanding Service Award

Dorothy Baum, *State Advisor, Texas Association*
Dr. William Dross, *Ohio Department of Education*
Barbara L. Portzen, *State Advisor, Wisconsin Association*
Billie E. Scott, *Local Advisor, Kansas*
Morgan B. Wright, *Local Advisor, Wisconsin*

1993 Hall of Fame

Dr. William Dross, *Ohio Department of Education*

Outstanding Service Award

Roger Fulk, *Local Advisor, Ohio*
Bonnie Herr, *3M Corporation, Minnesota*
Rita Johnson, *Local Advisor, Kansas*
Karen Lutes, *State Advisor, Kansas Association*

1994 Hall of Fame

Everett Wayne Fuller, *Chief State Supervisor, Texas Education Agency*

Outstanding Service Award

Robert K. Gordon, *State Director of Office Education, Texas Education Agency*
Gay Sweet Harris, *Curriculum Specialist/Career and Technology Education, Texas Education Agency*
Marie Maddox, *Vocational Administrator, Texas Education Agency*
Gladys Renick, *Local Advisor, Wisconsin*
Mildred Woerndel, *Local Advisor, Texas*

1995 Hall of Fame

John L. Adams, *Supervisor, Office Education for Chicago Public Schools*

Outstanding Service Award

Mary Hite, *Local Advisor, Delaware*
Lynn Wells, *Local Advisor, Ohio*

1996 Hall of Fame

Robert K. Gordon, *State Director of Office Education, Texas Education Agency*

Outstanding Service Award

Sharon Souder, *Local Advisor, Ohio*

1997 Hall of Fame

Dr. Truman Jackson, *Assistant Director, Dakota Co. Secondary Technical Center, Minnesota*

Outstanding Service Award

Mike Cashman, *National Business Advisory Council Chairman, Washington*
Trudy Formanek, *Local Advisor, Montana*
Patty Housh, *Local Advisor, Montana*
Dr. Kathy Lasater, *State Advisor, Tennessee*

1998 Hall of Fame

Jack W. Sullivan, *Former State Advisor, Minnesota*

Outstanding Service Award

David F. Fong, *State Advisor, California*
Larry Kantrud, *Local Advisor, Minnesota*
Theresa TenEyck, *Local Advisor, Idaho*

1999 Hall of Fame

Korlyn Williams, *Former Chapter and State Advisor, Alaska, Former National Board of Trustees Member, 1985-'91*

1999 Outstanding Service Award

Paul Davis, *Chapter Advisor, Ohio*

Phil Myers, *Former State Advisor, Indiana*

Joyce Smith, *Local Advisor and CEAC Member, Michigan*

Marla Stello, *Former National Board of Trustees Member and Officer, Wisconsin*

James Zimmer, *Alumni Division Lifetime Member, Wisconsin*

2000 Hall of Fame

Pat DiPlacido, *National Board of Trustees Member and Former State Advisor, Minnesota*

2000 Outstanding Service Award

Lois Chipperfield, *Chapter Advisor and Former CEAC Member, Ohio*

Don Smith, *Former State Advisor, Iowa*

Barbara Steele, *Former Alumni Division President, Wisconsin*

2001 Hall of Fame

Betty Clark, *Former Financial Assistant, National Staff, Ohio*

Dan Petersen, *Former State Advisor, Idaho*

Debbie Paul, *Former Director of Educational Programs, National Staff, Ohio*

2001 Outstanding Service Award

LeAnn Snyder, *Former Board Secretary, Board Alumni Division Liason, and Alumni Division President, Ohio*

2002 Hall of Fame

Debbie DeFrancesco Halvorson, *Illinois State Senator*

2002 Outstanding Service Award

James A. Urness, *Former Wisconsin Technical College Board Administrator*

2003 Hall of Fame

Bill Aldrin, *BPA Alumni Division Member*

2003 Outstanding Service Award

Janet Garrett, *Local Chapter Advisor and Former Classroom Educators Advisory Council Chairman*

Marjorie Gillespie, *Former New Mexico State Career/Technical Education Supervisor*

Bonnie Manns, *Assistant Director of Workforce Development, Springfield-Clark JVS, Ohio*

Vickie Thomas, *Career & Technology Education Instructional Supervisor, Houston ISD, Texas*

2004 Hall of Fame

Steve Darnell, *Assistant Principal and Athletic Director, Norwell Middle School, Marion, Indiana*

H. Roger Fulk, *BPA Board of Trustees, Local Chapter Advisor, Teacher, Wright State University*

2004 Outstanding Service Award

Robin Goff, *Teacher, Local Chapter Advisor, Alvin High School, Alvin, Texas*

Darell Muck, *Teacher, Gooding High School, Gooding, Idaho*

Dorothy M. (Goodman) Palmer, *Former Executive Director, Business Professionals of America*

2005 Hall of Fame

Maurice S. Henderson, *State Advisor, Michigan*

2005 Outstanding Service Award

Maurice S. Henderson, *State Advisor, Michigan*

Pam Allender, *2004-2005 Classroom Educators Advisory Council Chairman*

Mable Burchfield, *Chapter Advisor, Tennessee*

Colleen Hunt, *State Advisor, Iowa*

Rebecca Simons, *2002-2003 Classroom Educators Advisory Council Chairman*

Sherrell Wheeler, *National Officer Coordinator, BPA National Staff*

Rita Young, *Chapter Advisor, Tennessee*

2006 Hall of Fame

Michael Sailes, *Former Chicago Illinois BPA Advisor*

Vickie Thomas, *BPA Texas State Advisor and Board of Trustees Member*

2006 Outstanding Service Award

Angie Neal, *BPA Idaho State Advisor*

2007 Hall of Fame

Beverly Williams, *Gradebook Administrator and Former FL Supervisor of Business and Office Education*

2007 Outstanding Service Award

Brenda Jacobsen, *Chapter Advisor and BPA National Board of Trustees Member*

2008 Hall of Fame

Rick Mangini, *Board of Trustees, Ohio State Advisor, SAAC Chair*

Roger Rankin, *Board of Trustees and Idaho Local Advisor*

2008 Outstanding Service Award

Roger Draayer, *Michigan, SAAC Member*

Debra Jones, *Iowa local advisor, CEAC Chair*

Ellen Long, *Alaska, CEAC Chair*

Kathy O'Brien, *Idaho, CEAC Chair*

2009 Hall of Fame

Judy McKinstry, *Massachusetts, Board of Trustees Chair*

Angie Neal, *Idaho, State Advisor*

Sherrell Wheeler, *Texas, Local Advisor, National Officer Coordinator*

2009 Outstanding Service Award

Mildred Woerndel, *Texas, Local Advisor, former Board of Trustees Member*

References

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Handbook for Vocational Student Organization Advisors, American Association for Vocational Instructional Materials, Athens, Georgia, 1991.

Student Vocational Organization Series H, American Association for Vocational Instructional Materials, Athens, Georgia.