

2024-25 Competitive Events Guidelines

Banking & Financial Systems



Banking & Financial Systems provides members with the opportunity to understand how financial institutions operate and how those operations are important to successful business ownership and management, as well as to personal financial success. This competitive event consists of an objective test and a role play scenario.

Event Overview

Division: High School

Event Type: Team of 1, 2 or 3 members

Event Category: Role Play Event

Event Elements: Objective Test and Role Play

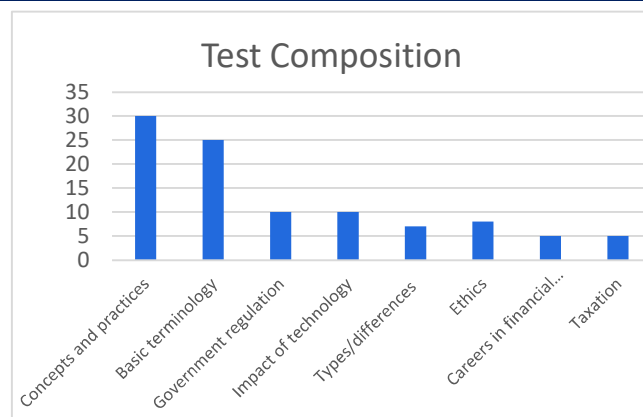
Objective Test Time: 50 minutes

Role Play Time: 20-minute preparation time, 7-minute presentation time

NACE Connections: Career & Self-Development, Communication, Leadership, Professionalism, Teamwork

Objective Test & Role Play Competencies

- Concepts and practices
- Basic terminology
- Government regulation of financial services
- Impact of technology on financial services
- Types/differences of various institutions
- Ethics
- Careers in financial services
- Taxation



Region

Each chapter may enter two teams in this event. Testing is school-site and proctored with careful monitoring to ensure the integrity of the test. This event is classified as a Performance Event even though it is test only at the regional level.

State

Top three (3) qualifiers of each region are eligible to compete at the State Leadership Conference. Competitors will take the objective test to determine top ten (10) finalists. Finalists will be announced at the opening session and will present to judges on Saturday of the SLC.

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National

Required Competition Items

	Items Competitor Must Provide	Items FBLA Provides
Objective Test	<ul style="list-style-type: none"> Sharpened pencil Fully powered device for online testing Conference-provided nametag Photo identification Attire that meets the FBLA Dress Code 	<ul style="list-style-type: none"> One piece of scratch paper per competitor Internet access Test login information (link & password)
	Items Competitor Must Provide	Items FBLA Provides
Role Play	<ul style="list-style-type: none"> Conference-provided nametag Photo identification Attire that meets the FBLA Dress Code 	<ul style="list-style-type: none"> Two notecards per competitor Pencil Secret role play problem/scenario

Important FBLA Documents

- Competitors should be familiar with the Competitive Events [Policy & Procedures Manual](#), [Honor Code](#), [Code of Conduct](#), and [Dress Code](#).

Eligibility

- FBLA membership dues are paid by 11:59 pm Eastern Time on March 1 of the current school year or prior to regional competition, whichever comes first.
- Members may compete in an event at the National Leadership Conference (NLC) more than once if they have not previously placed in the top 10 of that event at the NLC. If a member places in the top 10 of an event at the NLC, they are no longer eligible to compete in that event.
- Members must be registered for the RLC/SLC/NLC and pay the conference registration fee to participate in competitive events.
- Members must stay in an official FBLA hotel block to compete.
- Each chapter may submit two entries; each region may submit three entries; each state may submit four entries.
- Each competitor can only compete in one individual/team event and one chapter event (American Enterprise Project, Community Service Project, Local Chapter Annual Business Report, Partnership with Business Project) at the national level. RLC/SLC competitors may compete in one objective test/one performance event/ and one chapter event.
- Each competitor must compete in all parts of an event for award eligibility.
- All members of a team must consist of individuals from the same chapter.
- Competitors cannot be replaced or substituted in between the objective test and role play time. Only those competitors that test and score in the top 15 teams will be allowed to participate in the role play round.
- Picture identification (physical or digital: driver's license, passport, state-issued identification, or school-issued identification) matching the conference nametag is required when checking in for competitive events.

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- If competitors are late for their assigned objective test and/or role play time, they will be allowed to compete with a five-point penalty until such time that results are finalized, or the accommodation would impact the fairness and integrity of the event.
- Some competitive events start before the Opening Session of SLC/NLC. The schedules for competitive events are displayed in the local time of the NLC location. Competitive event schedules cannot be changed.

Recognition

- The number of competitors will determine the number of winners. The maximum number of winners for each competitive event is 10/NLC; 5/SLC; 3/RLC.

Event Administration

- This event is two rounds: objective test and role play
- Objective Test
 - **Objective Test Time:** 50 minutes
 - **Objective Test Questions:** 100 questions
 - This event is an objective test administered online at the RLC/SLC/NLC.
 - No reference or study materials may be brought to the testing site.
 - All electronic devices such as cell phones and smart watches must be turned off before competition begins.
 - Competitors on a team must test individually, starting within minutes of each other. Individual test scores will be averaged for a team score.
- Interactive Role Play Presentation (SLC/NLC only)
 - **Preparation Time:** 20 minutes (one-minute warning)
 - **Presentation Time:** 7 minutes (one-minute warning)
 - **Question & Answer:** None
 - The top 10 (SLC) 15 (NLC) scoring teams will advance to the role play final round.
 - The role play will be a problem or scenario encountered in the banking or financial business community. The role play will be given to the competitors at the beginning of their assigned preparation time.
 - Two notecards will be provided to each competitor. If the entry is a team, each competitor on the team will receive two notecards. These notecards may be used during event preparation and role play presentation. Information may be written on both sides of the notecards. Notecards will be collected following the role play.
 - No additional reference materials or props or visuals are allowed.
 - Teamwork: If participating as a team, all team members are expected to actively participate in the role play.
 - Role plays are interactive presentations; the judges may ask questions throughout the presentation.
 - Role play presentations are not open to conference attendees.
 - Competition ethics demand that competitors do not discuss or reveal the role play until the event has ended.

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Scoring

- The team-averaged objective test score determines the top 10 (SLC) top 15 (NLC) teams advancing to role play round.
- The role play round scores only will be used to determine winners.
- Objective test scores will be used to break a tie.
- All announced results are final upon the conclusion of the RLC/SLC/NLC.

Recording of Presentations

- No unauthorized audio or video recording devices will be allowed in any competitive event.
- Competitors in the event should be aware FBLA reserves the right to record any presentation for use in study or training materials.

Americans with Disabilities Act (ADA)

- FBLA meets the criteria specified in the Americans with Disabilities Act for all competitors with accommodations submitted through the conference registration system by the registration deadline.

Penalty Points

- Competitors may be disqualified if they violate the Code of Conduct or the Honor Code.
- Five points are deducted if competitors do not follow the Dress Code or are late to the assigned testing or presentation/role play time.

Electronic Devices

- Unless a pre-approved accommodation is in place, all cell phones, smart watches, and headphones must be turned off and put away before competition begins. Any visibility of these devices will be considered a violation of the Honor Code.

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Study Guide: Test Competencies and Tasks

A. Concepts and Practices

1. Demonstrate effective techniques to gather, communicate, and manage client information.
2. Create and/or complete documents to process information.
3. Utilize available techniques to effectively serve customers.
4. Use account knowledge to perform bookkeeping/accounting functions (including payroll) and execute financial transactions.
5. Analyze financial activities and compile business transaction data to report financial information – balance sheet, income statement, cash flow statement.
6. Understand the importance of audits and regulations.
7. Perform banking operations such as opening and closing teller stations, processing loans, processing deposits and withdrawals, etc.
8. Understand the Federal Reserve System.
9. Understand the role of FDIC.
10. Describe the check clearing system.
11. Possess general knowledge of checking, savings, loans, certificates of deposit, investments, IRAs, customer services, trust services, ATMs, and credit/debit cards.
12. Implement loan procedures from beginning to closure.
13. Maintain records and reports to manage investments, cash, loans, and other banking procedures.
14. Handle customer inquiries and situations such as interpreting business policies.
15. Identify consumer protection provisions of appropriate agencies.
16. Implement safe and secure environment controls to enhance productivity and minimize loss.
17. Practice safety and security procedures such as identifying valid currency, recognizing potential risk customers, and securing cash.

B. Basic Terminology

1. Explain the purposes and components of budgets.
2. Define general accounting terms.
3. Understand banking terms such as check register, savings account, interest, deposits, ATM, bank reconciliation, and withdrawals.
4. Identify the advantages and disadvantages of credit and other credit-related terms such as credit ratings, credit reports, and secured and unsecured credit.
5. Define bankruptcy – types and major causes.
6. Define mandatory and voluntary pay deductions.
7. Define tax terms such as “exemptions”, “dependents”, and “taxable and nontaxable income”.
8. List examples of short- and long-term financial goals.
9. Explain the similarities and differences between leasing and buying and renting versus purchasing.
10. Compare the terms and rates of mortgages, leases, investments, and other financial documents such as insurance.
11. Compare stocks, bonds, and commodities.

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12. Define investment terms such as “risk management” and “rate of return”.
 13. Identify types of retirement plans.
 14. Use insurance terminology to explain insurance risks.
 15. Compare term and whole-life insurance and annuities.
 16. Identify major characteristics of the basic types of life, health, and disability insurance.
- C. Government Regulation of Financial Services
1. Interpret laws and regulations to determine the role of government in the financial industry.
 2. Interpret world events to determine the impact of international affairs on the financial industry.
 3. Research the regulatory requirements of financial and investment planning and security sales to ensure compliance with codes.
 4. Implement internal and external audit procedures to reflect compliance with regulations.
 5. Research the regulatory insurance requirement to ensure compliance.
 6. Identify, apply, and keep current with laws and regulations that affect financial and accounting practices.
 7. Apply federal, state, and local laws, and rules and regulations to guide storage and retention of financial records.
- D. Impact of Technology on Financial Services
1. Identify various financial management software packages.
 2. Use databases and other computer management tools to manage office records and general information.
 3. Produce documents integrating current word processing, database, and spreadsheet files.
 4. Create worksheets using spreadsheet commands, functions, and formulas.
 5. Study component operation to prevent, diagnose, and solve computer operations problems.
 6. Assist customers/clients in maintaining online services.
- E. Ethics
1. Identify ethical character traits (honesty, integrity, compassion, respect, responsibility, citizenship, justice) and practice professional conduct and good ethical behavior.
 2. Determine ethics and social responsibilities and analyze the effects of unethical practices on business and on consumers.
 3. Maintain confidentiality and sensitivity of company information.
 4. Exhibit nondiscriminatory behavior.
 5. Define common, unfair, and deceptive practices such as bait and switch, identity theft, and fraudulent misrepresentation.
- F. Types and Differences of Institutions
1. Identify the various types of financial institutions.
 2. Describe the types of services offered by each type of financial institution.
 3. Compare the differences in the various types of financial institutions.

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4. Describe the role of government in the various types of financial institutions.
 5. Identify the various sources and procedures for institutions that offer credit.
- G. Careers in Financial Services
1. Determine roles and functions of individuals to perform professional financial service careers.
 2. Identify traditional and nontraditional finance-related careers including requirements, salary range, and working conditions.
 3. Develop employability skills and meet position requirements to obtain a career in finance.
 4. Plan appropriate education activities to achieve licensing and certification requirements.
 5. Utilize resources that contribute to professional development (trade journals/periodicals, professional trade organizations, industry sponsored training opportunities, etc.) in financial careers.
- H. Taxation
1. Reference the latest tax code to guide tax return preparation and actions.
 2. Use tax preparation procedures to determine tax liability and apply tax code professionally and complete basic tax reporting forms.
 3. Review income, deductions, and credits to determine current financial position.
 4. Examine state and federal laws to identify tax credits.
 5. Analyze tax structures and consequences to assist in business decision making.

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Banking & Financial Systems Role Play Presentation Rating Sheet

Expectation Item	Not Demonstrated	Below Expectations	Meets Expectations	Exceeds Expectations	Points Earned
Demonstrates understanding of the role play and defines problem(s) to be solved	<i>No description or role play synopsis provided; no problems defined</i>	<i>Describes and provides role play synopsis OR defines the problem(s)</i>	<i>Describes and provides role play synopsis AND defines the problem(s)</i>	<i>Demonstrates expertise of role play synopsis AND definition of the problem(s)</i>	
	0 points	1-8 points	9-12 points	13-15 points	
Identifies alternatives and the pro(s) and con(s) of each	<i>No alternatives identified</i>	<i>Alternative(s) given but pro(s) and/or con(s) are not analyzed</i>	<i>At least two alternatives given, and pro(s) and con(s) are analyzed</i>	<i>Multiple alternatives given and multiple pros and cons analyzed for each</i>	
	0 points	1-9 points	10-16 points	17-20 points	
Identifies logical solution and aspects of implementation	<i>No solution identified</i>	<i>Solution provided, but implementation plan not developed</i>	<i>Logical solution and implementation plan provided and developed</i>	<i>Feasible solution and implementation plan developed, and necessary resources identified</i>	
	0 points	1-9 points	10-16 points	17-20 points	
Demonstrates knowledge and understanding of the event competencies: Concepts and practices/basic terminology/ government regulations/ financial services/ technology / types of institutions/ ethics/ financial careers/ taxation	<i>No competencies demonstrated</i>	<i>One or two competencies are demonstrated</i>	<i>Three competencies are demonstrated</i>	<i>Four or more competencies are demonstrated</i>	
	0 points	1-9 points	10-16 points	17-20 points	
Presentation Delivery					
Statements are well-organized and clearly stated	<i>Competitor(s) did not appear prepared</i>	<i>Competitor(s) were prepared, but flow was not logical</i>	<i>Presentation flowed in logical sequence</i>	<i>Presentation flowed in a logical sequence; statements were well organized</i>	
	0 points	1-6 points	7-8 points	9-10 points	
Demonstrates self-confidence, poise, assertiveness, and good voice projection	<i>Competitor(s) did not demonstrate self-confidence</i>	<i>Competitor(s) demonstrated self-confidence and poise</i>	<i>Competitor(s) demonstrated self-confidence, poise, and good voice projection</i>	<i>Competitor(s) demonstrated self-confidence, poise, good voice projection, and assertiveness</i>	
	0 points	1-2 points	3-4 points	5 points	
Demonstrates the ability to effectively answer questions	<i>Unable to answer questions</i>	<i>Does not completely answer questions</i>	<i>Completely answers questions</i>	<i>Interacted with the judges in the process of completely answering questions</i>	
	0 points	1-6 points	7-8 points	9-10 points	
Staff Only: Penalty Points (5 points for dress code penalty and/or 5 points for late arrival penalty)					
Presentation Total (100 points)					
Name(s):					
School:					
Judge Signature:					Date:
Comments:					