



PRINCIPLES OF FINANCE EVENT

CAREER CLUSTER
Finance

INSTRUCTIONAL AREA
Communications Skills

PARTICIPANT INSTRUCTIONS

This event is presented to you through your review of the Career Competencies, Performance Indicators and Event Situation.

You have up to 10 minutes to review this information and prepare your presentation. Using the materials provided, you may make notes to use during your presentation.

You will have up to 10 minutes to present to the judge(s).

You will be evaluated on your solution to the event situation, how you incorporate the performance indicators of this event and how you demonstrate the career competencies.

Turn in all your notes and event materials when you have completed the event.

SOLUTION

- Unique – Demonstrate original thinking, fresh perspectives and an insightful approach.
- Practical – Develop an actionable/viable solution in a real-world context.
- Effective – Develop a solution that achieves relevant outcomes.

CAREER COMPETENCIES

- Critical Thinking – Think critically to understand and solve problems.
- Communication – Communicate clearly, effectively and with reason.
- Decision Making – Consider the impacts of decisions.

PERFORMANCE INDICATORS

- Explain the nature of effective verbal communications.
- Explain the nature of effective written communications.
- Write informational messages.
- Choose and use appropriate channel for workplace communication.

EVENT SITUATION

You are to assume the role of the supervisor at a branch of NORTH STAR BANK. The branch will soon be changing its operating hours, and an employee (judge) has asked you how the information will be communicated to bank customers and to staff.

Next month, NORTH STAR BANK will change its operating hours to close one hour earlier, at 5:30PM. An employee (judge) heard about the upcoming change in operating hours and asked you if the information is correct. After learning that the bank will be changing operating hours, the employee (judge) asked how the change will be communicated to NORTH STAR BANK customers and staff.

You must explain to the employee (judge) how NORTH STAR BANK can effectively communicate the change in operating hours by using both verbal communications and written communications. You must also give an example of an effective written message. In addition, you must determine how the bank can best communicate the change to staff.

You will present the information to the employee (judge) in a role-play to take place at the bank. The employee (judge) will begin the role-play by asking you about communication. After you have discussed the information with the employee (judge) and have answered the employee's (judge's) questions, the employee (judge) will conclude the role-play by thanking you for your work.

JUDGE INSTRUCTIONS

JUDGE CHARACTERIZATION

You are to assume the role of an employee at a branch of NORTH STAR BANK. The branch will soon be changing its operating hours, and you have asked the supervisor (participant) how the information will be communicated to bank customers and to staff.

Next month, NORTH STAR BANK will be changing its operating hours to close one hour earlier, at 5:30PM. You heard about the upcoming change in operating hours and asked the supervisor (participant) if the information is correct. After learning that the bank will be changing operating hours, you asked how the change will be communicated to NORTH STAR BANK customers and staff.

The supervisor (participant) must explain how NORTH STAR BANK can effectively communicate the change in operating hours by using both verbal communications and written communications. The supervisor (participant) must also give an example of an effective written message. In addition, the supervisor (participant) must determine how the bank can best communicate the change to staff.

The participant will present information to you in a role-play to take place at the bank. You will begin the role-play by greeting the participant and asking about communication.

During the course of the role-play you are to ask the following questions of each participant:

1. Why should we or shouldn't we inform the general public of the change in hours?
2. Why is it important that our customers know the change only affects our branch?

After the supervisor (participant) has explained the information and has answered your questions, you will conclude the role-play by thanking the supervisor (participant).

You are not to make any comments after the event is over except to thank the participant.

EVALUATION INSTRUCTIONS

- The participants are to be evaluated on their solution and ability to apply the specific performance indicators stated on the cover sheet of this event and restated on the Judge's Evaluation Form. Although the participants may demonstrate other performance indicators, those listed in the Performance Indicators section are the selected ones you are evaluating for this particular event.
- Maintain a consistent expectation when evaluating each participant.
- The maximum score for the evaluation is 100 points. The presentation will be weighted twice (2 times) the exam score.

Levels of Evaluation

FOCUS AREA	NOVICE	DEVELOPING	PROFICIENT	EXEMPLARY
Content Understanding	Demonstrates a limited or inaccurate understanding of key concepts.	Demonstrates a basic understanding of key concepts.	Demonstrates a solid understanding of key concepts and clearly explains and supports ideas using appropriate evidence.	Demonstrates comprehensive understanding of concepts and applies them effectively to solve the scenario, including in more complex or extended contexts.
Application of Performance Indicators and Career Competencies	Lists the performance indicators and career competencies, but understanding is incomplete or inaccurate.	Defines the performance indicators and career competencies, but does not connect them to solve the objective of the case study scenario.	Explains the performance indicators and career competencies and connects them to solve the objective of the case study scenario.	Strategically applies the performance indicators and career competencies and connects them to comprehensively solve the objective of the case study scenario.
Reasoning	Ideas are unclear, inaccurate, or lack logical support. There is no application of the ideas and concept.	Ideas are present and somewhat logical but contain gaps in reasoning, development, or supporting evidence.	Ideas are logical, well-developed, and supported with appropriate evidence, with only minor gaps.	Ideas are logical, well-supported using appropriate business concept and theories and demonstrates reasoning with clear practicality and real-world relevance.
Workplace Readiness	Participants represent an employee who requires significant guidance and support to complete tasks.	Participants represent an employee who demonstrates basic skills and can complete routine tasks with some guidance.	Participants represent an employee with solid skills and who works independently to complete tasks effectively.	Participants represent an employee with advanced skills, works independently, and adapts effectively to new or unpredictable challenges.



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JUDGE'S EVALUATION FORM ASSOCIATION EVENT 2

Participant: _____

ID Number: _____

INSTRUCTIONAL AREA: Communications Skills

Rate the participant's ability to:		Novice	Developing	Proficient	Exemplary	Judged Score
PERFORMANCE INDICATORS						
1.	Explain the nature of effective verbal communications.	0-1-2-3	4-5-6-7	8-9-10-11	12	
2.	Explain the nature of effective written communications.	0-1-2-3	4-5-6-7	8-9-10-11	12	
3.	Write informational messages.	0-1-2-3	4-5-6-7	8-9-10-11	12	
4.	Choose and use appropriate channel for workplace communication.	0-1-2-3	4-5-6-7	8-9-10-11	12	
SOLUTION						
5.	Unique Demonstrate original thinking, fresh perspectives and an insightful approach.	0-1-2	3-4-5	6-7	8	
6.	Practical Develop an actionable/viable solution in a real-world context.	0-1-2	3-4-5	6-7	8	
7.	Effective Develop a solution that achieves relevant outcomes.	0-1-2	3-4-5	6-7	8	
CAREER COMPETENCIES						
8.	Critical Thinking Think critically to understand and solve problems.	0-1	2-3	4-5	6	
9.	Communication Communicate clearly, effectively and with reason.	0-1	2-3	4-5	6	
10.	Decision Making Consider the impacts of decisions.	0-1	2-3	4-5	6	
OVERALL IMPRESSION						
11.	Demonstrate overall career readiness through professionalism, poise and confidence.	0-1-2-3	4-5-6	7-8-9	10	
TOTAL SCORE						