

Dynamic Decisions



New for 2023 - 2024:

Problem Solving 101 by Watanabe has been retired as a resource.

Solve It! By Sternad has been added as a resource.

The number of team members has changed to 2 – 6.

These guidelines are written for ILC. States may modify events or have different event processes and deadlines. Be sure to check with your Local/State Advisor (or state website) to determine how the event is implemented for the regional/area or state conference.

Editorial updates have been made.

Event Summary

Dynamic Decisions provides HOSA members with the opportunity to gain knowledge and skills required for creating a solution to a health or HOSA-related problem. This competitive event consists of 2 rounds and each team consists of 2 - 6 people. Round One is a written, multiple choice test about decision making and problem solving concepts, and the top scoring teams will advance to Round Two for the Secret Topic and Presentation. This event aims to inspire members to be proactive future health professionals and utilize analytical decision-making processes while working creatively as a team.

Dress Code

Competitors must be in official HOSA uniform, proper business attire, medical scrubs, or polo and khakis. Bonus points will be awarded for [proper dress](#).

Competitor Must Provide

- ☐ [Photo ID](#)
- ☐ Two #2 lead pencils (not mechanical) with eraser for both rounds.

General Rules

1. Competitors in this event must be active members of HOSA in good standing.
2. **Eligible Division:** Middle School ONLY (in grades 6-8 during the 2023 -2024 school year) are eligible to compete in this event.
3. Competitors must be familiar with and adhere to the “[General Rules and Regulations of the HOSA Competitive Events Program \(GRR\)](#).”
 - A. Per the [GRRs](#) and [Appendix H](#), HOSA members may request accommodation in any competitive event. To learn the definition of an accommodation, please read [Appendix H](#). To request accommodation for the International Leadership Conference, [submit the request form here](#) by May 15 at midnight EST.

- B. To request accommodation for any regional/area or state level conferences, submit the request form [here](#) by your state published deadline. Accommodations must first be done at state in order to be considered for ILC.

4. Each team will consist of 2 - 6 team members.
5. All competitors shall report to the site of the event at the time designated for each round of competition. At ILC, competitor's [photo ID](#) must be presented prior to ALL competition rounds.

Official References

6. All official references are used in the development of the written test.
7. [Adair, John. *Decision Making & Problem Solving: Break Through Barriers and Banish Uncertainty at Work \(Creating Success, 8\)*. Kogan Page. Latest edition.](#)
8. [Sternad, Dietmar. *Solve It!* Econcise Publishing. Latest edition.](#)

ROUND ONE: Test

9. [Test Instructions](#): Each team will be evaluated in Round One by a thirty-five (35) item multiple choice written test. Competitors will be given sixty (60) minutes to complete the test.
10. Round One: Written Test Plan
- Problem Solving Strategies.....44%
 - Effective Decision Making32%
 - Leader/Leadership Skills 8%
 - Thinking Skills..... 8%
 - Generating Ideas..... 8%
11. **Time Remaining Announcements:** There will be NO verbal announcements for time remaining during ILC testing. All ILC testing will be completed in the Testing Center and competitors are responsible for monitoring their own time.
12. The team test score average from Round One will be used to qualify the team for the Round Two presentation.
13. **Sample Round One Test Questions**
1. When conducting a brainstorming session, what is the first task of the leader? (Adair pp 69)
 - A. Clarify the aim in a succinct sentence
 - B. Highlight the background information and history
 - C. Have a brief warm-up session
 - D. Define the problem**
 2. Which of the following is NOT part of the process to clarify or solve the right problem? (Sternad pp 63)
 - A. Reframe the problem
 - B. Formulate your goals
 - C. Challenge assumptions and constraints**
 - D. Create a short, written problem statement
 3. What is the term for an idea that has been successfully developed as a new or renewed product or service? (Adair pp 91)
 - A. Innovation**
 - B. Ingenuity
 - C. Insight
 - D. Inventiveness

ROUND TWO: Secret Topic & Presentation

14. **Round Two:** the problem is a secret topic. A sample of secret topic can be found [here](#). Each team will be asked to solve the same problem. Professional ethics demand that competitors DO NOT discuss or reveal the secret topic until after the event has concluded. Competitors who violate this ethical standard will be penalized per the [GRRs](#).
15. Resources about the secret topic may be provided to teams for use during their 20 minute preparation time (such as data, supporting research, etc.).
Materials allowed in preparation room, to use during the 20 minute prep:
 - a. HOSA will provide index cards for taking notes.
 - b. HOSA will provide flip chart paper and markers for preparing solution materials.
 - c. Competitors may NOT bring anything into the preparation room, except the pencils required for evaluations.
16. The section leader will announce when teams have five (5) minutes and one (1) minute remaining in the preparation room.
17. At the conclusion of the 20 minute preparation time, teams will be escorted to another room for their oral presentation.
Materials allowed in the oral presentation room:
 - a. Pencils and index cards the team prepared as notes in the preparation room.
 - b. Flip Chart paper the team prepared to support their solution in the preparation room.
 - c. Extra paper, markers, or any other materials will NOT be allowed in the presentation room.
18. Teams will be allowed a maximum of five (5) minutes for their oral presentation of a solution to the secret problem. The timekeeper shall present a flash card advising the competitors when there is one (1) minute remaining. Time will be stopped at the end of five (5) minutes.
19. All team members must take an active role in the presentation.

Final Scoring

20. In case of a tie, the highest averaged test score will be used to determine the rank.
21. The team test score average will be added to the presentation score to determine final results.

DYNAMIC DECISIONS

ROUND TWO: Judge's Rating Sheet

Section # _____
Team # _____

Judge's Signature _____
Division: MIDDLE SCHOOL ONLY

A. Presentation Content	Excellent 15 points	Good 12 points	Average 9 points	Fair 6 points	Poor 0 points	JUDGE SCORE
1. Understanding of problem/health issue	Demonstrates clear evidence of a deep, insightful understanding of the problem or health issue.	Shows a solid grasp or understanding of the problem or health issue.	Demonstrates an average understanding of the problem or health issue. Judges left with a few questions.	Shows a basic understanding of the problem or health issue. Judges left with more questions than answers.	Team is not able to demonstrate an understanding of the problem or health issue.	
2. An imaginative and innovative approach is used to solve the problem	The team provided creative, imaginative solution(s) that were highly innovative and thoughtful.	The solution was unique and offered a fresh approach to solving the problem. Missing the "wow" factor though.	The solution to the problem was adequately imaginative. Would like to see more innovation in the solution.	Solutions provided were unoriginal and little imagination was included in the presentation.	No evidence of imagination was used to solve the problem.	
3. Explanation of solution	Clear and concise explanation of the solution in a logical, well-constructed presentation.	The explanation of the solution was mostly clear and logical.	An average explanation of the solution was provided. Some aspects seem to be presented out of sequence.	The explanation of the solution did not flow and was hard to follow.	The explanation did not provide a logical solution and was fragmented.	
4. Applies previous knowledge and experience to current problem	Clear, thorough connection to prior knowledge and experiences were used to enhance the solution to the current problem.	Good examples of previous knowledge and experiences were applied to the solution of the current problem.	Some demonstration of prior knowledge and experiences were applied to the solution of the current problem.	Prior knowledge and experiences were not clearly demonstrated in correlation to the current problem.	No prior knowledge or experiences were connected to the current problem.	
A. Presentation Content	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 0 points	JUDGE SCORE
5. Explanation of solution is financially sound	The solution is realistic and financially sound. The resources required to fund this solution are thoughtful and concise.	The solution appears to be financially sound. Slight questions arise on the feasibility of the budget and ability to complete the task in a fiscally responsible manner.	The solution may require resources that are outside the budget constraints of this project. Careful consideration must be made to move forward with this project.	The solution provides questionable budget requirements and would require further attention to detail.	The solution is outside of budget constraints and is not recommended to move forward as presented.	
6. Use of the information provided in the secret topic.	The presentation offered clear and effective use of the information provided in the secret topic.	The information on the secret topic was mostly effective in the presentation but could have been clearer.	The presentation provided an average use of the information provided in the secret topic.	The presentation used a small amount of the information provided to teams on the secret topic.	The team did not include information provided on the secret topic.	

B. Presentation Delivery	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 0 points	JUDGE SCORE
1. Voice Pitch, tempo, volume, quality	Each team's voice was loud enough to hear. The competitors varied rate & volume to enhance the speech. Appropriate pausing was employed.	The team spoke loudly and clearly enough to be understood. The competitors varied rate OR volume to enhance the speech. Pauses were attempted	The team could be heard most of the time. The competitors attempted to use some variety in vocal quality, but not always successfully.	The team's voice is low. Judges have difficulty hearing the presentation	Judge had difficulty hearing and/or understanding much of the speech due to low volume. Little variety in rate or volume.	
2. Stage Presence Poise, posture, eye contact, and enthusiasm	Movements & gestures were purposeful and enhanced the delivery of the speech and did not distract. Body language reflects comfort interacting with audience. Facial expressions and body language consistently generated a strong interest and enthusiasm for the topic.	The team maintained adequate posture and non-distracting movement during the speech. Some gestures were used. Facial expressions and body language sometimes generated an interest and enthusiasm for the topic.	Stiff or unnatural use of nonverbal behaviors. Body language reflects some discomfort interacting with audience. Limited use of gestures to reinforce verbal message. Facial expressions and body language are used to try to generate enthusiasm but seem somewhat forced.	The team's posture, body language, and facial expressions indicated a lack of enthusiasm for the topic. Movements were distracting.	No attempt was made to use body movement or gestures to enhance the message. No interest or enthusiasm for the topic came through in presentation.	
3. Diction*, Pronunciation** & Grammar	Delivery emphasizes and enhances message. Clear enunciation and pronunciation. No vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone heightened interest and complemented the verbal message.	Delivery helps to enhance message. Clear enunciation and pronunciation. Minimal vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone complemented the verbal message	Delivery adequate. Enunciation and pronunciation suitable. Noticeable verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Tone seemed inconsistent at times.	Delivery quality minimal. Regular verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Delivery problems cause disruption to message.	Many distracting errors in pronunciation and/or articulation. Monotone or inappropriate variation of vocal characteristics. Inconsistent with verbal message.	
4. Team Participation	Excellent example of shared collaboration in the presentation of the project. Each team member spoke and carried equal parts of the project presentation.	N/A	The team worked together relatively well. Some team members spoke more than others.	N/A	One team member dominated the presentation.	
Total Points (100):						

*Definition of Diction – Choice of words especially with regard to correctness, clearness, and effectiveness.

**Definition of Pronunciation – Act or manner of uttering officially