



Last updated: January 20th, 2026

Creative Problem Solving

PLEASE NOTE THE FOLLOWING DIFFERENCES IN HOW THIS EVENT WILL BE RUN AT HOSA CANADA'S FALL LEADERSHIP CONFERENCE (FLC):

1. Written test time shortened to 40 minutes (still 50 questions) at FLC only.
2. Written test will take place online and be open book at FLC only.
3. Only the written test portion of the event will be evaluated at FLC.

PLEASE NOTE HOSA CANADA'S SPRING LEADERSHIP CONFERENCE (SLC) WILL BE IN-PERSON AND THIS EVENT WILL BE RUN ACCORDING TO THE GUIDELINES IN THE FOLLOWING PAGES, EXCEPT FOR THE FOLLOWING DIFFERENCE:

1. There will be a verbal announcement when there are 30 minutes and 5 minutes remaining to complete the written test at SLC.
**Please note that NO verbal announcements will be made at the International Leadership Conference (ILC).*

PLEASE NOTE THE FOLLOWING DIFFERENCES IN HOW THIS EVENT WILL BE RUN AT HOSA CANADA'S SECONDARY/POST-SECONDARY VIRTUAL CONFERENCE:

1. Written test time shortened to 40 minutes (still 50 questions).
2. Written test will take place online and be open book.
3. Only the written test portion of the event will be evaluated.

*****DISCLAIMER: virtual secondary competitor participation in any Competitive Event through the virtual membership is not ranked and not eligible to advance to the International Leadership Conference (ILC)*****

Creative Problem Solving

Teamwork Event

| | | |
|-------------------------------------------------------------------|-----------------------------------------|---------------------------|
| Eligible Divisions: Secondary & Postsecondary / Collegiate | Round 1: 50 Q test in 60 minutes | Digital Upload: NO |
| Team Event: 2-6 competitors per team | Round 2: Problem + Presentation | |

 New for 2025 – 2026
 McGraw Hill now sponsors Creative Problem Solving. A new resource has been added. Editorial updates have been made.

Event Summary

Creative Problem Solving allows members to analyze the problem-solving process and work as a team to apply their problem-solving skills in creating a solution to a hypothetical health or HOSA-related problem. This competitive event consists of two rounds, and each team consists of 2 – 6 people. Round One will consist of a written test, and the score will be used to qualify the team for Round Two. In Round Two, teams will be given a potential problem related to HOSA, the health community, or a specific health issue and have 30 minutes to analyze the problem. At the end of the preparation time, teams will have eight (8) minutes to present their solution to a panel of judges. This event aims to inspire members to be proactive future health professionals and utilize higher order thinking to solve complex challenges.

Sponsorship

HOSA- Future Health Professionals appreciates the sponsorship of this event by [McGraw Hill](#).



Dress Code

Proper business attire or official HOSA uniform. Bonus points will be awarded for [proper dress](#). All team members must be properly dressed to receive bonus points.

Competitor Must Provide

- [Photo ID](#) for both rounds
- #2 lead pencils (NOT mechanical) with eraser for the test.

HOSA Conference Staff will provide equipment and supplies as listed in [Appendix I](#).

General Rules

1. Competitors must be familiar with and adhere to the [General Rules and Regulations](#).

Official References

2. The references below are used in the development of the test questions.
 - a. McShane, Steven & Von Glinow, Mary. *Organizational Behavior*. McGraw Hill. Latest edition. (Will be available at a discounted rate on September 12, 2025).
 - b. [Adair, John. *Decision Making & Problem Solving: Break Through Barriers and Banish Uncertainty at Work \(Creating Success, 8\)*. Kogan Page. Latest edition.](#)
 - c. [Sternad, Dietmar. *Solve It! Econcise Publishing. Latest edition.*](#)
 - d. [Thinknetic. *Critical Thinking & Logic Mastery 3 Books in 1. Latest edition.*](#)

ROUND ONE: The Test

3. [Test Instructions](#): The written test will consist of 50 multiple-choice items in a maximum of 60 minutes.
4. The team test score average from Round One will be used to qualify the team for the Round Two presentation.
5. **Test Plan**
The written test plan for Creative Problem Solving is:
 - Critical & Effective Thinking - 26%
 - Problem Solving Strategies & Skills - 24%
 - Clarification of Problems & Generating Ideas - 10%
 - Examining Constraints/Developing Alternatives - 20%
 - Components of Logic - 20%
6. **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.
7. **Sample Round One Test Questions**
 1. Invisible rules exist, such as keyboards designed with QWERTY as the first six letters. Why were keyboards created in this fashion? (Sternad, pp. 44)
 - A. Uses power fingers to type the most common letters
 - B. Maintains the equal use of all fingers
 - C. Increases the speed of typing by standardizing the keyboard
 - D. **Slows down the speed of typing as the letters are spread around the keyboard**
 2. In the classic approach to decision-making, what is the third step? (Adair, pp 20)
 - A. define the objective
 - B. **generate feasible options**
 - C. collect relevant information
 - D. implement and evaluate
 3. What document is produced by assessing the team member's strengths, agreeing on communication methods, and measuring their contributions? (McShane & Von Glinow, pp 298)
 - A. Team Vision
 - B. Team Identity
 - C. **Team Charter**
 - D. Team Mission Statement

ROUND TWO: The Problem and Presentation

8. The top teams from Round One will advance to Round Two. The number of advancing teams will be determined by the scores obtained in Round One and the space and time available for Round Two. Round Two finalists will be announced on-site at ILC per the conference agenda.
9. The problem is a secret topic. A sample of the 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](#).
10. Resources about the secret topic may be provided to teams for use during their 30-minute preparation time (such as data, supporting research, etc.). Materials allowed in the preparation room:
 - 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, except pencils, into the preparation room.

11. Event personnel will announce when teams have five (5) minutes and one (1) minute remaining in the preparation room. At the one-minute mark, the section leader will announce that one minute remains.
12. After the 30-minute preparation time, teams will be escorted to another room for their oral presentation. Materials allowed in the oral presentation room:
 - a. 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.
13. Teams will be allowed a maximum of eight (8) 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 eight (8) minutes.
14. All team members must take an active role in the presentation.

Final Scoring

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

Future Opportunities

Graduating from high school or completing your postsecondary/collegiate program does not mean your HOSA journey has to end. As a HOSA member, you are eligible to become a HOSA Lifetime Alumni Member - a free and valuable opportunity to remain connected, give back, and help to shape the future of the organization. Learn more and sign up at hosa.org/alumni.

CREATIVE PROBLEM SOLVING

Section # _____
Team # _____

Judge's Signature _____
Division: SS _____ PS/C _____

| 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. They varied rate & volume to enhance the speech. Appropriate pausing was employed. | The team spoke loudly and clearly enough to be understood. The competitor 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. | Most of 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. Each team member spoke and carried equal parts of the presentation. | All but one person on the team was actively engaged in the presentation. | The team worked together relatively well. Some of the team members had little participation. | The team did not work effectively together. | 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