|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **4** | **3** | **2** | **1** |
| Purpose*Self Directed Learner* | * Establishes and maintains a clear purpose.
* Demonstrates a clear understanding of audience and task.
 | * Establishes a clear purpose.
* Demonstrates an awareness of audience and task.
 | * Establishes a purpose.
* Demonstrates some awareness of audience and task.
 | * Does not establish a clear purpose.
* Demonstrates minimal awareness of audience and task.
 |
| Organization*Self Directed Learner* | * Well organized from beginning to end.
* Logical progression of ideas
* Clear focus.
* Fluent,clearly relates to the student's goals. It includes several supporting details and/or examples.
 | * Organized from beginning to end.
* relates to the student's goals. It provides 1-2 supporting details and/or examples.
 | * A few inconsistencies in unity and/or coherence.
* Goal are vague.
* No details and/or examples are given.
 | * Serious errors in organization.
* Thought patterns are difficult, if not impossible to follow.
* has little or nothing to do with the student's goals.
 |
| Content & Detail*Knowledgeable Person* | * Effective, vivid, explicit, accurate and/or pertinent.
 | * Elaborated, accurate and appropriate.
 | * Elaborated, may contain a few inaccuracies.
 | * Random, inappropriate, inaccurate or barely apparent
 |
| Voice/Tone*Effective Communicator* | * Superior use of language
* Rich and effective vocabulary.
 | * Displays competence in the use of language.
* Effective vocabulary.
 | * A few words are used incorrectly or inappropriately.
* Uses appropriate vocabulary.
 | * Some words are used incorrectly or inappropriately.
* Limited and/or repetitious vocabulary.
 |
| Usage, Mechanics Grammar*Effective Communicator* | * Demonstrates strong control of standard writing conventions.
* Uses them effectively to enhance communication.
* Errors are minor.
 | * Demonstrates good control of standard writing conventions.
* May be a few errors
 | * Demonstrates reasonable control of standard writing.
* May be several errors.
 | * Demonstrates little or no control of standard writing conventions.
* Errors are severe and frequent.
 |
| Understanding*Knowledgeable Person* | * Shows a comprehensive understanding of topic.
* Exhibits ideas that are developed in depth.
 | * Shows a working understanding of the topic.
* Develops ideas.
 | * Shows an understanding of the topic.
* Develops ideas, but they may be limited in depth.
 | * Does not understand the topic.
* Lacks clarity of ideas.
 |

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| --- | --- |
| Name: | Block: |
|  **Categories** | **Scoring 4** | **Scoring 3** | **Scoring 2** | **Scoring 1** |
| **Element 1.** | Introduction to Topic  |  |  |  |  |
| **Element 2.** | Identify an area of concern within the community, state, nationally, or internationally that truly affects you. What are the organizations and strategies that attempt to address this concern. Are they effective? |  |  |  |  |
| **Element 3.** | Elaborate on innovative ways that you would approach this concern and align your strategies to the outline of this course: 7 Habits, 7 CST’s, or Service Learning experiences |  |  |  |  |
| **Element 4.** | Explain how you would communicate your strategies to stakeholders. How would you fund this; what resources would you need? Would this strategy be effective? |  |  |  |  |
| **Element 5.** | Conclusions |  |  |  |  |
| **OVERALL****PROJECT****SCORE** | **Overall project score is determined by adding the student’s element scores, then multiplying by 5** |  **Final Score** **/100** |  |

Christian Leadership: 5 page essay (12) pt. font, 1.5 spacing

|  |  |
| --- | --- |
| **Element 1.*** **1 ¶**
 | Introduction to Topic  |
| **Element 2.*** **1 ½ pages**
 | Identify an area of concern within the community, state, nationally, or internationally that truly affects you. What are the organizations and strategies that attempt to address this concern. Are they effective? |
| **Element 3.*** **2 pages**
 | Elaborate on innovative ways that you would approach this concern and align your strategies to the outline of this course: 7 Habits, 7 CST’s, or Service Learning experiences |
| **Element 4.*** **½ page**
 | Explain how you would communicate your strategies to stakeholders. How would you fund this; what resources would you need? Would this strategy be effective? |
| **Element 5.*** **1 ¶**
 | Conclusions |

## THE PROBLEM-SOLVING PROCESS

**Step 1 - Problem Definition**

Before you are ready to take any steps to solve the problem, you first have to be sure that you are clear about what the problem really is. It can be easy to get distracted by solving a different problem than what is actually causing distress if it is easier than dealing with the real problem. This step involves thinking about the following questions:

1. How is the current situation different from what I actually want it to be?
2. What do I actually want, or how do I actually want things to be?
3. What is preventing me from achieving my goals, or from things being the way I want them to be?

It can be very helpful to write down the answers to these questions so that you are forced to clarify that the problem you are defining is the actual one you want to solve. Just thinking about things in your head can cause confusion and end up distracting you from the actual problem at hand.

If you are dealing with more than one problem at a time, it may be helpful to prioritize them. That way you can focus on each one individually, and give them all the attention they require.

**Step 2 – Problem Analysis**

Once you have defined the problem, you need to think about it from different perspectives to insure that you understand all the dimensions of the problem.

The following questions can be useful to help you analyze the problem.

1. How is this problem affecting me?
2. How is this problem affecting other people?
3. Who else is experiencing this problem?
4. How do other people deal with this problem?

After you have completed this step, check to make sure that your definition of the problem still fits. It is not unusual at this point to find that the problem you really want to solve is different than the one you initially identified.

**STEP 3 – ESTABLISH YOUR GOALS**

Once you have looked at the problem from different perspectives, you can decide what you want to achieve and establish your goals. You need to answer the very specific question – “What is my immediate goal?”

**STEP 4 – GENERATE POSSIBLE SOLUTIONS**

During this stage the goal is to generate as many possible solutions as you can. Do not worry about whether or not they are realistic, practical, or effective. Frequently a solution you might eliminate initially, with work can be developed into a very effective solution.

It can be very helpful to ask yourself what you have done in the past when faced with similar problems, and how other people you know have dealt with similar situations. In addition, you can also approach friends, family, a counselor, teachers, books, or the internet, etc. to obtain ideas for solutions. Be sure to write down all the possibilities you generate so that you can approach this task systematically.

**STEP 5 – ANALYZE THE SOLUTION**

During this stage, you will examine each alternative and write down both the advantages and disadvantages to each. Some considerations to keep in mind include:

* Is it relevant to my situation?
* Is it realistic?
* Is it manageable?
* What are the consequences – both good and bad?
* What is the likelihood that it is going to help me reach my goal?

**STEP 6 - IMPLEMENTATION**

The last step is to implement the solution you have chosen. This step involves identification of all the steps necessary to implement it, and also on-going monitoring of the effectiveness of the solution to make sure that it actually solved the problem. During this stage of the process, ask yourself the following questions:

1. How effective is the solution?
2. Did it achieve what I wanted?
3. What consequences (good and bad) did it have in my situation?

If the solution was successful in helping you solve your problem, then you can feel satisfied with your efforts and what you learned. If you feel dissatisfied in some way, you can either modify the solution to work better, or you can scrap it and turn to other alternative solutions, or begin the process again.

Remember that problem-solving is a cycle – it involves searching for a solution to a problem that will lead to various possible solutions which then need to be evaluated. If the problem is solved, then you have found an effective solution. If the problem has not been solved, then you start the process again.