

Employability Skills Inventory

INNOVATIVE THINKING AND PROBLEM-SOLVING

- Thinking creatively, and developing ideas and approaches to design challenges.
- Researching, analyzing, and determining causes of issues and deciding the best way to solve them.
- Supporting one's claim or position with substantial evidence and logical reasoning.
- Generating questions, making connections, identifying patterns, and evaluating information to aid problem solving and solution finding.

Potential Performance Tasks

The following is a list of potential performance tasks that demonstrate how *Innovative Thinking and Problem-Solving* pertains to a service year experience. These are just examples and do not necessarily reflect a comprehensive list of tasks every service year corps member will do during their service year – there may be other tasks that demonstrate proficiency in *Innovative Thinking and Problem-Solving*.

- Using research skills to help conduct and review surveys or other data collection methods.
- Creating a proposal for a start-up procedure or work/service-related process.
- Using previous documentation and/or discussion to solve an issue or problem.
- Using previous documentation and/or discussion to propose a new process.
- Creating a proposal based on discussion of decisions and options with a supervisor or peer to generate ideas and creative solutions.

Detailed Rubric

The following rubric is meant to provide service year program staff and service year corps members a guide to assess *Innovative Thinking and Problem-Solving* as a skill. This rubric should be utilized as a tool during check-in meetings to determine coaching and professional development discussions and recommendations

SKILL	Emerging	Developing	Proficient	Advanced
Thinking creatively, and developing ideas and approaches to design challenges.	<ul style="list-style-type: none"> Has little experience in brainstorming and letting ideas flow freely. Has many creative ideas, but does not act upon or share them. Approaches design challenges tentatively, not offering solutions or varying methods, even if inappropriate to the challenge. 	<ul style="list-style-type: none"> Is learning how to brainstorm and is becoming more comfortable with letting ideas flow freely. Is becoming comfortable sharing creative ideas that are not fully formed. Approaches design challenges with curiosity and often offers solutions that vary in method. 	<ul style="list-style-type: none"> Fully participates in brainstorming sessions and allows ideas to flow freely. Comfortably shares any and all ideas even if not fully formed. Acts on creative ideas, identifying new ways to solve challenges. 	<ul style="list-style-type: none"> Meets proficiency benchmark and helps peers by modeling creative thinking and new approaches to design challenges. Leads brainstorming sessions encouraging others to share any and all ideas.
Researching, analyzing, and determining causes of issues and deciding the best way to solve them.	<ul style="list-style-type: none"> Often does not know where to begin research or find the right information to address an issue. Needs major assistance using appropriate key search terms when conducting internet searches. Identifies mostly irrelevant information that does not support solving an issue, which causes delays. Proposes solutions without explanation or evaluation of the context, feasibility, or potential impact. 	<ul style="list-style-type: none"> Occasionally does not know where to begin research or find the right information to address an issue. Needs some assistance using appropriate key search terms when conducting internet searches. Identifies some irrelevant information that does not support solving an issue, which causes occasional delays. Proposes solutions without a complete explanation or evaluation of the context, feasibility, or potential impact. 	<ul style="list-style-type: none"> Knows where to begin research or find the right information to address an issue. Needs very little assistance using appropriate key search terms when conducting internet searches. Identifies mostly relevant information and only rarely causes delays due to lack of information. Proposes solutions with detailed explanation or evaluation of the context, feasibility, or potential impact. 	<ul style="list-style-type: none"> Meets proficiency benchmark and helps peers by modeling how to research and find the right information to address issues. Trains others in researching and solving issues.

SKILL	Emerging	Developing	Proficient	Advanced
Supporting one's claim or position with substantial evidence and logical reasoning.	<ul style="list-style-type: none"> Often states superficial and/or personally biased claims and positions related to the issue or problem in question. Shares incomplete reasoning making it clear the claim or position has not been thoroughly analyzed or researched. Is sometimes able to explain a claim or express logical reasoning verbally or through writing, but needs major support. 	<ul style="list-style-type: none"> Occasionally states superficial and/or personally biased claims and positions related to the issue or problem in question. Occasionally shares incomplete reasoning making it clear the claim or position has not been thoroughly analyzed or researched. Is mostly able to explain a claim or express logical reasoning verbally or through writing, but may need some support. 	<ul style="list-style-type: none"> All claims are supported with substantial evidence and logical reasoning. All shared claims and positions have been thoroughly analyzed or researched. Can independently verbalize or share in writing all logical reasoning and/or evidence for claims. 	<ul style="list-style-type: none"> Meets proficiency benchmark and helps peers by modeling how to support one's claims with substantial evidence and logical reasoning.
Generating questions, making connections, identifying patterns, and evaluating information to aid problem solving and solution finding.	<ul style="list-style-type: none"> Is unable to make connections between projects, tasks, and collaborative partnerships and use those connections to make projects and tasks more efficient. Does not know what questions to ask to make connections and evaluate information. Does not see patterns in products or actions, missing important connective elements. 	<ul style="list-style-type: none"> Is sometimes able to make connections between projects, tasks, and collaborative partnerships and use those connections to make projects and tasks more efficient. Sometimes does not know what questions to ask to make connections and evaluate information. Is able to see some patterns in products or actions, only occasionally missing important connective elements. 	<ul style="list-style-type: none"> Is often able to make connections between projects, tasks, and collaborative partnerships and use those connections to make projects and tasks more efficient. Knows what questions to ask to make connections and evaluate information. Is able to see patterns in products or actions identifying important connective elements. 	<ul style="list-style-type: none"> Meets proficiency benchmark and helps peers by modeling how to generate questions, make connections and evaluate information to aid problem-solving. Is often called upon to lead projects because of their ability to make connections across projects and service areas.