

Running Head: LEADERSHIP SYMPOSIUM

Creating a Co-curricular Peer Education Model: The University of West Florida
Student Leadership Symposium

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Abstract

This project focused on the development of project management related knowledge and skills in a cohort of graduate students working in student affairs at the University of West Florida. It is argued that student employment on campus can be a meaningful co-curricular experience and that many peer-education opportunities exist. This project focused on learning outcomes of graduate students through their participation in planning, implementing, and assessing a one-day Leadership Symposium for a primarily undergraduate cohort of student organization leaders at UWF. The project was designed to increase knowledge and promote skill development in two groups: graduate student planners and undergraduate symposium attendees. Unexpectedly, the project coordinators also gained valuable knowledge about graduate student perceptions of their roles as paraprofessionals.

History of the Symposium

A one-day leadership symposium was produced in 2004 by the staff of the University Commons and Student Activities (UCSA) in cooperation with the Career Center. The event was well-organized and promoted, but attendance did not meet expectations. The staff of the UCSA subsequently diverted their leadership training efforts in an alternative direction and, while they did not abandon the idea of the symposium, they did not attempt to produce the event in the two years that followed.

Project Overview

Examining the University of West Florida Quality Enhancement Plan (QEP) project guidelines, a team from UCSA and the Career Center determined that the experience of planning and producing a leadership symposium or similar multi-faceted program would provide an opportunity for graduate students from the College Student Personnel (CSP) Masters program to develop project management skills. It was also determined that the activity could provide undergraduate campus leaders with a variety of workshops and information sessions designed to strengthen their leadership skills. While the undergraduate experience was an important component of this project, the major goal of the project was to provide an opportunity for CSP students to experience project management from conception to assessment.

Graduate student planners were given a copy of the QEP proposal for a Leadership Symposium and charged with producing a one-day program similar in scope and focus to the 2004 event. Project coordinators provided a minimum of direction while observing the planning group at each meeting and offering suggestions when asked. For the most part, coordinators attempted to allow the planners the maximum freedom to take ownership of the project.

Planning began in the summer of 2006 with a nine member group made up of CSP students from Housing and Residence Life, UCSA, and Career Services. The Leadership Symposium, “Attitude, Aptitude, Action” was produced as an all-day event on November 3, 2006.

Relationship of Project to QEP Goals

The Leadership Symposium project was directly related to the project management domain of the QEP. To produce the event, graduate assistant planners first needed to come together as a team and develop a concept for their finished product. Planners were required to construct a budget plan for the event, allocate QEP grant funds and develop strategies for acquiring additional funding as needed. To produce a successful event they needed to develop timelines and check lists, recruit presenters and additional volunteers, make facility and technical arrangements, formulate promotional strategies and include assessment at each stage of planning. In their proposal, the QEP project coordinators identified specific outcomes that graduate student planners were expected to achieve through their work and interaction on the project. These outcomes, all related to the project management domain, included:

- Project conceptualization

Graduate students were responsible for developing a concept for the symposium. This process included examining similar events held previously at UWF and at other institutions and deciding which format could be produced with the resources available. Planners were responsible for identifying the criteria for successful completion of the event including the identification and assessment of learning outcomes for themselves as well as for participants. Production details included identification of speakers and presenters, recruitment of community

partners and additional volunteers, production of handouts, construction of timelines and schedules, and arrangement for physical and technical requirements for the event.

- Self-Regulation

The graduate student planners were required to journal their experiences. They were expected to understand and be able to articulate the value of their involvement in the project as it related to their forthcoming job search. Student planners were expected to practice effective meeting management through the use of agendas and minutes.

- Team-work Skills

Graduate students from different departments were expected to work collaboratively and cooperatively. The group was responsible for assuring that each individual had a valuable role to play in the development of the symposium. It was expected that the group would develop cohesiveness and learn to communicate effectively while discovering ways to interact and cooperate.

- Project Delivery

The graduate student planners were responsible for producing the Leadership Symposium in the fall, 2006. The symposium was the graduate students' project from concept to delivery including promotion and production.

Specific Student Learning Outcomes for Graduate Student Planners

As part of their project experience, graduate student planners were responsible for identifying relevant student learning outcomes for themselves as well as for symposium participants. Most students on the symposium planning committee were second year CSP

students who had completed or were enrolled in the assessment class that is part of the curriculum. It was envisioned that the set of outcomes and corresponding assessment measures, identified by the project coordinators, would also appear on the list prepared by student planners. These outcomes are contained in Table 1 below.

Table 1.

Outcome	Assessment Measure
1. Collect appropriate benchmarks and standards for undergraduate leadership training	Compare to Council for the Advancement of Standards (CAS) Standards for Leadership Programs.
2. Choose developmentally appropriate leadership development content material for the anticipated program audience	1. Compare to CAS Standards for Leadership Development Programs 2. Program participant feedback from event evaluation
3. Construct instructional/learning strategy appropriate to the audience and the venue	1. External review by faculty or senior student affairs observer 2. Program participant feedback from event evaluation
4. Use an effective event planning and implementation strategy	1. Rubric 2. Internal review by senior student affairs professional
5. Demonstrate effective team behaviors	Rubric
6. Demonstrate effective communication skills	Rubric
7. Reflect on how the specific skills and knowledge gained from the experience relate to their professional preparation	Rubric
8. Create measurable student learning outcomes for the symposium	Rubric

Project Results and Interpretation

On November 3, 2006, featured speaker, Elaine Penn delivered the opening address for the QEP Leadership Symposium, “Attitude, Aptitude, Action,” to approximately 50 students.

Following the opening address, 12 sessions were presented by 11 contributors in three tracks:

- Identifying your leadership style/attitude towards leadership
- Building/developing leadership competencies
- Using your leadership skills to lead others/affect change

A panel discussion, “Making the Most of Your Involvement,” featured a group of alumni student leaders in a round table discussion while participants ate lunch. Dr. Debbie Ford, Vice President for Student Affairs, conducted the final session consisting of a wrap up discussion and participant survey.

Overview of Assessment Methods

Rubrics previously developed by the staff of UCSA were used to measure growth or improvement in planners’ work habits, including initiative, positive attitude, time management and customer service; creativity; teamwork; communication; leadership, including decision making, integrity, and motivation; skills and knowledge; and aspects of professional development including career possibilities, interview technique, and resume preparation from the beginning of the project to its conclusion. Planners envisioned using the rubrics to compare both self assessments and supervisor ratings at the beginning of the project and again at its conclusion. Results from the rubrics were inconclusive for two reasons: 1.) Some planners did not complete the forms, and 2.) Project coordinators were unable to use the rubrics effectively during the GA reflection session because some areas in the rubrics were not addressed by the prepared questions. Even when a question related directly to a particular learning outcome addressed by a rubric, project coordinators scoring multiple planners experienced difficulty because some

planners spoke often, others hardly at all. Ratings could not be assigned to non-speaking planners and were therefore, incomplete. Copies of the rubrics are included in Appendix A.

The main lessons identified in planner comments, made during the first reflection session and in their journals, related to group dynamics and teambuilding. Most of the group realized that they had not worked as a team on the project, and that they had experienced serious communication problems. Similar comments were made during a second reflection session held the following week with Dr. Ford.

Only one of the eight planners rated himself or herself higher in professional development at the conclusion of the project. Six planners did not rate themselves, and one gave himself or herself a higher rating at the beginning of the project than at the end. Results from the problem-solving rubric indicate that three planners felt they had improved, three felt they had regressed and two did not indicate any change in skill level. Creativity ratings were similar. Three planners identified some improvement, three indicated their skill levels had declined, and ratings from the last two show no change. Project coordinators attribute decreases in scores to the planners' increased awareness of skill deficiencies, and not to any actual decrease in ability.

Journaling was used to capture graduate students' observations of their own progress as the project moved forward. From the fifth week until the conclusion of the project, the assessment sub-committee supplied the planners with journal prompts designed to collect information about the development of targeted skills. Table 2. on page 9, contains a list of the prompts, the weeks they were provided, and the student learning outcome (SLO) each was designed to measure. Four prompts could not be directly related to SLO's. Instead, they seemed to be designed to collect information about time management and stress reduction techniques.

Table 2.

Week	Journal Prompt	SLO #
June 19-July 14	No prompts- Planners were asked to reflect on the project in general	7.
July 15-July 21	Do you have initiative? Are you using it on this project?	5.
July 24-July 28	Positive or Negative...How powerful is a positive attitude?	5.
July 31-August 4	Be aware of your communication this week. Is it effective?	6.
Aug 7-Aug 11	Job, school, work, QEP...how do you balance it all?	
Aug 14-Aug 18	What was a difficult task you have encountered so far?	4.
Aug 21-Aug 25	Fall is coming. Students are arriving. Are you anxious?	
Aug 28-Sept. 1	First week of school...how is this going to affect the QEP?	
Sept. 4-Sept. 8	How do you use downtime to recharge?	
Sept. 11-Sept. 15	What still needs to be done? How are you going to do it?	4.
Sept. 18-Sept. 22	What have you struggled with on this project?	7.
Oct. 16-Oct. 20	Are you a team player?	5.
Oct. 23-Oct. 27	The home stretch...what would you have done differently?	7.
Oct. 30-Nov. 3	What have you gained from this experience?	7.

Seven of the eight students who finished the project submitted their journals. Reflections were generally brief, and it did not appear that the planners, with the exception of one or two, gave the questions a particularly thorough examination.

Results related to specific outcomes

Learning Outcome 1. – The graduate students participating in this project will collect appropriate benchmarks and standards for undergraduate training.

Planner journals, assessment pieces developed for participants and group discussions contained no evidence of effective use of CAS standards for developing leadership programs. It does not appear that planners were able to connect standards and assessment theory with actual practice. Limited benchmarking was conducted, and what was done consisted mainly of comparing planned program structure to models with which students were already familiar. The search for innovative program design did not occur.

Learning Outcome 2. – Choose developmentally appropriate leadership development content material for the anticipated program audience.

Although planners were given access to the CAS standards, there is no evidence that standards were used by the group to select program content or measure its effectiveness. Once the theme was selected, program content was left to individual presenters and no learning outcomes were identified for individual sessions. A short participant survey was conducted following the final session, but because participants were not required to attend all sessions, many had already left when the surveys were distributed. The resulting number of responses represents a very small sample size, 12-14 participants; so the results, although favorable, have very little meaning. Planners became aware that their assessment measures for participants were incomplete and unsatisfactory as they compiled survey results.

Learning Outcome 3. – Construct instructional/learning strategy appropriate to the audience and the venue.

External review of learning strategy by faculty or senior student affairs observer was conducted in concert with the periodic review of internship work produced by two of the planners. While the students engaged in internship activities benefited from the counsel of faculty advisors, the product of their discussions was not routinely shared with the group.

Learning Outcome 4. –Use an effective event planning and implementation strategy.

Event planning was monitored by the project coordinators. Agendas were developed for each meeting; timelines were constructed, and the progress of each sub-committee was monitored by the whole group. Work moved ahead steadily through most of the sub-committees, but coordination was awkward due to the lack of team identity and poor communication between meetings. Assessment committee work was intermittent. Following delivery of the journal prompts little additional work was accomplished until just prior to the symposium. Planners were encouraged to work on project sub-committees that offered them new experiences. Consequently, there were no experienced event marketers on the marketing sub-committee. Low attendance, communication problems and difficulty working together were in part the result of the silos that developed within the planning body. A copy of the flyer for the event is included in Appendix B.

Learning Outcome 5. – Demonstrate effective team behaviors.

The importance of this outcome was universally recognized at the conclusion of the project. Lack of team cohesiveness, combined with poor communication, was credited by the planners with having the largest negative impact on the project. Remarks from the GA reflection session indicated that everyone acknowledged poor group dynamics. Several journal entries refer to communication problems. At one point, project coordinators called a special meeting to help

the group work through some of its problems, but the effect did not last. Although the group contained both first-year and second-year students, little mentoring was performed.

In the final journal entry, several of the planners theorized that their project might have been more satisfying and successful if team building activities had been included at group meetings.

Learning Outcome 6. – Demonstrate effective communication skills.

Several journal entries refer to communication problems. Project coordinators observed that some student planners withdrew from group discussions rather than express opinions counter to those held by more vocal members.

Learning Outcome 7. – Reflect on how the specific skills and knowledge gained from the experience relate to their professional preparation.

This lesson was difficult for planners, and it presented coordinators with an interesting and surprising lesson. Several planners came to the project unwillingly. These students saw themselves as already overcommitted with class assignments and the regular responsibilities of part time Graduate Assistant positions. This group viewed the project as just one more thing to fit into their already overbooked schedules. Coordinators had difficulty at first understanding the resentment they encountered, and until the source was identified, they were unable to address the problem. Finally, project coordinators determined that planners were reacting to the project as if it were a class assignment. Even at the conclusion of the project, some did not equate their work on the project with an exercise in professional practice. Because they viewed the project as just another assignment, they never accepted ownership. Their work was satisfactory, but not exceptional or innovative. When problems were encountered, planners waited for project

coordinators to step in and offer direction or present a solution. Planners did not ask the project coordinators for help, even though it was clearly offered at the beginning of the project. Planners did not consult each other as colleagues. Viewing the project as an assignment, they finished it. Most planners did not realize the implications of their work until they participated in casual discussions with project coordinators in the months following the symposium.

Learning Outcome 8 – Create measurable student learning outcomes for the symposium.

Student planners did not seem to apply classroom lessons to this project. There is no evidence that they identified outcomes for themselves or the undergraduate participants early in the planning process, or that they envisioned specific outcomes as they designed the assessment instrument used by participants at the conclusion of the symposium. Rubrics used by planners to measure the outcomes coordinators had identified in their project proposal were not a good fit, but the assessment sub-committee did not look any further. Student planners did not use a circular planning process to guide their project.

Members of the assessment sub-committee designed a survey to capture undergraduates' evaluations of their learning experiences, and a focus group was held to provide additional assessment data from undergraduate participants. As previously, stated, undergraduate participation was very low, so results from these measures were inconclusive. A sample of the undergraduate survey is included in Appendix C.

Dissemination of Results and Institutionalization

Project coordinators shared their observations with the University community at the QEP Symposium held April 9, 2007, and at the Student Affairs Symposium on May 2, 2007. Christine Haley prepared a version of their PowerPoint for the NASPA Florida Drive-In Conference held

in Lakeland, FL in October, 2007, but the session was not selected for presentation. Dr. Jim Hurd and Dr. Tammy McGuckin presented a session at the Southern Association of Schools and Colleges Annual Conference in New Orleans in 2007 about QEP initiatives including this project. Information about the symposium appeared in the 2006-2007 annual reports for the University Commons and Student Activities and the Career Center. This monograph will be shared with the current group of graduate student Leadership Symposium planners, and a copy, in addition to the PowerPoint presentations, will be available on the University Commons and Student Activities website: www.uwf.edu/ucommons/resources.

Recommendations and Implications

Project coordinators made five recommendations for the future of the Leadership Symposium event:

1. Institutionalize the conference and establish student, faculty and staff buy-in
2. Expand the conference in future years to include other schools
3. Continue to target Academic Foundation Seminar classes
4. Establish an annual source of funding
5. Continue benchmarking

The symposium has been institutionalized and is now part of annual program offerings co-sponsored by the University Commons and Student Activities and Career Services. Recently graduate students from Housing and Residence Life and Recreation and Sports Services have indicated interest in participating in the project and will join the planning staff at the beginning of the fall semester 2008.

Academic Foundation Seminar classes participated as volunteers during the 2007 Symposium, and students from these classes will be encouraged to attend the 2008 program.

Funding for the Leadership Symposium projects in 2007 and 2008 was provided by the Vice President for Student Affairs, Dr. Debbie Ford and by the University Commons and Student Activities. As part of the 2008-09 budget process, Voyages Leadership Program received funding from Student Government Association. The introductory event for reinstating Voyages will take place during the 2008 symposium.

Conclusions

The first Leadership Symposium project management exercise was an important tool for preparing University of West Florida CSP students for professional work, and subsequent projects have proved equally valuable. Articulating and conceptualizing how project management relates to course work and professional preparation is vital to the success of UWF graduates. Project coordinators, while noting the need for more graduate student projects of a similar nature, also identified the importance of additional preparation for themselves and their colleagues engaged in similar activities.

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Appendix A.

WORK HABITS- INITIATIVE

	1	2	3	4	Self	Supervisor
Takes Initiative	Complains about extra assignments and does not initiate extra learning opportunities	Completes extra assignments but does not initiate	Demonstrates interest in extra learning opportunities	Seeks out extra learning opportunities and goes beyond suggested requirements		

WORK HABITS- POSITIVE ATTITUDE

	1	2	3	4	Self	Supervisor
Enthusiasm	Disinterested in assigned duties and shows no enthusiasm	Performs duties with little enthusiasm	Performs assigned duties with sporadic enthusiasm	Eager to perform assigned duties		
Responsiveness	Tends to reject constructive criticism	Inconsistent response to criticism; temperamental	Accepts and incorporates feedback in a non-resistant and non-defensive manner	Receptive and responsive to suggestions; seeks feedback and uses it to enhance performance		

WORK HABITS- TIME MANAGEMENT

	1	2	3	4	Self	Supervisor
Punctuality	Never on time	On time some of the time	On time most of the time	Always on time and prepared		
Organization	Can never seem to find the thing they're looking for	Loses things sometimes	Rarely loses things but not always at hand	Has materials organized and readily at hand		
Task Completion	Rarely completes tasks on time; requires someone to follow up with them all of the time	Completes some tasks on time; needs to be checked on often	Completes most tasks on time; needs only occasional reminders	Completes tasks on time without reminders		

TEAMWORK

	1	2	3	4	Self	Supervisor
Preparation	Little or no advance preparation; lets others set and pursue the agenda	Little advance preparation; takes some part in setting group goals and agendas	Moderately prepared in advance; takes a large part in setting group goals and agendas	Well prepared in advance; takes a leadership role in setting group goals and agendas		
Participation	Observes passively and says little or nothing; responds to questions	Participates in discussions, letting others provide the direction; occasionally asks questions	Actively participates in discussion and asks questions	Listens actively and shows understanding by paraphrasing or by acknowledging others' ideas; introduces information		
Attendance	Attendance record is haphazard and inconsistent	Gives the impression of wanting to be somewhere else; may be absent or late; does not inform others of anticipated absence or lateness	Usually present; informs others if absences or lateness is anticipated	Outstanding attendance record		
Team Member Support	Never shows sensitivity to the feelings of others	Needs occasional reminders to be sensitive to the feelings of others	Shows sensitivity to the feelings of others	Values the knowledge, opinion and skills of all group members and encourages their contribution		
Conflict Resolution	Never considers other's perspectives; doesn't handle conflicts maturely; rarely reaches an agreement and usually an argument takes place	Considers other's perspectives some of the time; can handle some situations maturely; sometimes reaches an agreement, but with argument	Looks at other's perspectives most of the time; can handle most situations maturely; can reach an agreement, without argument	Looks at all perspectives; handles situations maturely; can easily reach an agreement		

COMMUNICATION

	1	2	3	4	Self	Supervisor
Non-Verbal	Eye contact may be very limited, may tend to look at floor, poor posture, fidgets, & facial expressions may be inappropriate; does not listen to others	Lack of confidence observed in posture, eye contact, & facial expressions; does not necessarily "hear" what others are saying	Posture, eye contact, & facial expressions usually appropriate; listens to others	Posture, eye contact, & facial expressions indicate willingness to communicate; listens carefully and attentively		
Written	The writing may lack a central idea or purpose; poor grammar, punctuation and spelling	The reader can understand the main ideas, although the construction may be overly wordy, lacking details, or unclear; the grammar, punctuation and spelling are occasionally correct	The writing is clear and focused; the reader can easily understand the main ideas; the grammar, punctuation and spelling are usually correct	The writing is exceptionally clear, focused and interesting; main ideas stand out and are developed by support and details suitable to audience and purpose; grammar, punctuation and spelling are correct		
Spoken/Oral	Does not articulate, pronounce words correctly; uses slang or jargon excessively	Language choices may be limited, peppered with slang or jargon, too wordy; filler words ("ums") are distracting	Generally, articulation, pronunciation and grammar are correct; limited filler words ("ums") are used; may use slang or jargon	Articulates clearly; pronunciation and grammar are correct; language is appropriate to listener(s)		
Technology	Sends inappropriate telephone, voicemail, e-mail, etc. messages; does not use available communication tools; does not return messages	Sends inappropriate telephone, voicemail, e-mail, etc. messages; reluctant to adopt/adapt new communication tools; seldom returns messages	Generally observes telephone, voicemail, e-mail, etc. etiquette; inconsistent use of available communication tools; usually returns messages	Observes appropriate telephone, voicemail, e-mail, etc. etiquette; maximizes use of communication tools available; returns messages promptly		

LEADERSHIP SKILLS-- DECISION MAKING

	1	2	3	4	Self	Supervisor
Identifies all possible choices	Identifies choices that are not important or useful	Identifies some choices that are important and useful	Identifies and describes the most important and useful choices	Identifies all the important and useful choices and describes them with details		
Identifies important criteria	Identifies criteria that are unimportant or unrelated	Identifies some important criteria to use when evaluating choices, but also identifies some criteria that are not very important or leaves out some very important criteria	Identifies important criteria to use when evaluating choices	Identifies and describes important and relevant criteria to use when evaluating choices		
Relationship between choice and criterion	Does not consider the criteria or consequences when making choices	May be able to describe how each choice relates to each criteria but does not consider the consequences and makes mistakes	Can relate criteria and consequences to decision process but makes minor errors	Can accurately describe how each choice relates to each criteria; can predict consequences of various decisions and makes good decisions		

LEADERSHIP SKILLS-- INTEGRITY

	1	2	3	4	Self	Supervisor
Demonstrates Integrity	Fails to demonstrate basic fairness and/or ethical behavior	Sometimes demonstrates fairness and/or ethical behavior on a selective basis	Often acts with fairness and in an ethical manner	Consistently fair and ethical, walks the talk		

LEADERSHIP SKILLS-- MOTIVATION

	1	2	3	4	Self	Supervisor
Motivation strategies	Provides little or no attention to motivational elements and strategies in planning to engage others	Provides basic motivational elements and strategies in planning to engage others	Provides motivational elements and strategies in planning to engage others; uses appropriate incentives to promote intrinsic motivation	Consistently develops and provides diverse strategies to improve motivation; creatively uses incentives to promote intrinsic motivation		

PROFESSIONAL DEVELOPMENT – CAREER POSSIBILITIES

	1	2	3	4	Self	Supervisor
Behavior	Complains to colleagues more than shares instructive advice; fails to demonstrate professional appearance and demeanor	Seldom offers or seeks advice of colleagues; rarely demonstrates professional appearance and demeanor	Usually offers or seeks advice of colleagues; sometimes demonstrates professional appearance and demeanor	Consistently demonstrates professional appearance and demeanor and takes a leadership role with colleagues		
Preparation	Does not devote time or effort to job preparation; reveals little or knowledge of resources available from appropriate professional organizations	Devotes little time or effort to job preparation; focuses on one career path; only uses resources available from professional organizations when prompted	Devotes some time or effort to job preparation; identifies more than one career path; often uses resources from appropriate professional organization without prompting	Performs research and identifies several career paths; belongs to and actively uses resources of appropriate professional organizations		
Mentor	Does not have a mentor	Has little contact with mentor; no relationship established	Regular contact with mentor but little impact	Has a well developed relationship with mentor; contact is frequent and meaningful		
Contacts	Has no contacts outside the UCSEA	Has limited contacts in the Division of Student Affairs at UWF	Has numerous contacts throughout the Division of Student Affairs at UWF	Has numerous contacts throughout the Division of Student Affairs at UWF and on other campuses		
Professional Development	Refuses opportunities to enhance professional skills; reveals no understanding of the importance of ongoing professional growth through reflection on practice	Avoids opportunities to develop professional skills; reveals limited evidence of refining practice and does not participate in reflective activities	Does not fully utilize opportunities for professional development; reveals evidence of refining practice through self-reflection and self-examination, including participation in reflective practices, such as maintaining a professional journal	Seeks professional development opportunities; consistently examines practice through reflection and participation refining practice activities		

PROBLEM SOLVING

	1	2	3	4	Self	Supervisor
Problem Identification	Unaware of either general or specific characteristics that preclude routine solution procedures; no understanding of how problem can be solved in usual way	Sometimes requires assistance to define problem; feels "stuck" and is reluctant to take action when faced with unfamiliar problems.	Aware of general "ill-defined" nature of the problem	Identifies most important aspects of problem		
Bias	Unaware of or denies personal bias/perspective; does not consider in problem solving process	Somewhat aware of personal perspective or bias, but does not try to compensate by choosing a different solution or modifying the chosen solution	Aware of personal perspective, but not fully able to compensate for its effects	Keenly aware of personal perspective and biases and compensates effectively		
Approach	Unsuccessful, sporadic, apparently random attempts at problem often lead to frustration and abandonment	Works randomly using parts of several potential solutions simultaneously. Sometimes cannot complete work	Works through problem systematically, but may omit necessary reconsideration of assumptions	Systematically works through problem: often makes multiple passes through the problem's space as conditions change in order to assess consequences of changes or alternatives		
Solution	Fully commits to first apparent solution and completes work without reconsideration	Works through problem but, if unsuccessful, cannot identify possible alternative solutions	Generates multiple potential solutions, but may not consider them all or use appropriate selection criteria	Generates rich variety of alternatives; tests them objectively and selects rationally		

SKILLS AND KNOWLEDGE


	1	2	3	4	Self	Supervisor
Expressing Knowledge gained from UCSA work experience	Can not describe their work experience with any detail	Can describe work experience, but does not make any connection between their UCSA job and work after graduation	Can describe work experience, but makes few connections between their UCSA job and work after graduation	Can describe work experience in detail, enumerate skills gained on the job and make connections between their UCSA job and work after graduation		
Skills Application	Employee provides little or no evidence of job skills mastery, understanding of available resources or capacity to integrate appropriate training into job performance	Employee provides inconsistent evidence of job skills mastery and can rarely adapt available resources or apply training to job performance	Employee provides sufficient evidence of job skills mastery, can usually adapt and augment available resources and demonstrates capacity to integrate appropriate training into job performance	Employee provides ample evidence of job skills mastery and ability to adapt and augment available resources; consistently integrates appropriate training into job performance		

CREATIVITY

	1	2	3	4	Self	Supervisor
In Presentations	Topic not well defined/ vague; doesn't flow/ disconnected; no visuals; audience bored/not engaged	Topic is clearly stated; presentation is slow; may use single media; audience is inattentive	Topic is interesting; uses more than one form of media; presentation has dead spots	Topic is "catchy"; uses different media effectively; presentation is cohesive; captures audience's attention		
In Advertising	Product is "messy"; descriptions are bland/ boring; design is predictable/static/lacks excitement	Layout is neat; descriptions are complicated; design lacks excitement	Descriptions are interesting; illustrations are bold/ exciting	Layout unique; colorful/vivid illustrations; exciting; interesting / visually appealing		
In Program Event Design	No original ideas; uses same plans/patterns	Program borrowed; used "as is" without modifications	Program borrowed; developed/modified in unique way	Completely new program/event; original idea; innovative use of resources		

Appendix B.

UWF LEADERSHIP SYMPOSIUM



ATTITUDE
APTITUDE
ACTION

For years, Elaine Penn has been motivating and inspiring college students to excel. As a former college athlete, Elaine went on to work in higher education in a variety of high-impact positions. First as a Division I coach, she learned the art of motivating students to be their best.

Later she worked as a Director of Campus Recreation and became committed to health and wellness. She then worked as the Director of Special Projects and was the Executive Producer and Chief Fund Raiser for five award-winning television documentaries. Today, she speaks to college students and professionals across the country on topics such as leadership, diversity, personal success and wellness. Pulling from her experiences as a college athlete, coach, campus professional and musician, Elaine weaves discussion, stories and original music into her presentations to inspire and empower all who hear her speak.

Speaker: Elaine Penn:
9:00 – 10:35 am

Session I: ATTITUDE:
10:45 – 11:35 am
Theme: Identify your leadership style/attitude towards leadership

Lunch
11:40 – 1:00 pm

Session II: APTITUDE:
1:00 – 1:50 pm
Theme: Building/developing leadership competencies

Session III: ACTION:
2:00 – 2:50 pm
Theme: Using your leadership skills to lead other/affect change.

Wrap up Discussion: Dr. Ford
3:00 – 4:00 pm

Friday, November 3rd, 2006
9 a.m. to 4 p.m. • UC Aud.

This is a great opportunity for students to learn, grow and perfect their leadership skills.

All registration forms are due October 27th, '06

To arrange accommodations for the disabled or hearing impaired, call Catherine Powell at (850) 473-7489 (voice/TDD) or through the Florida Dual Party Relay System at 800-955-8770 (voice) at least five days in advance.

NAME: _____

E-MAIL: _____

FOCUS GROUP - As part of the Focus Group, you will automatically be registered in a drawing for prizes.

For more info: Victor Teschel, 474-3155
Return registration form to UCSA Service Desk

Appendix C.

2006 Leadership Symposium Evaluation
Attitude, Aptitude, Leadership.

Please circle one of the options below:

1. freshman sophomore junior senior graduate student

Please circle all that apply:

2. student athlete organization member Academic Foundations student
 organization president/vice president other: _____

3. How did you hear about the Leadership Symposium?

4. Why did you attend the Leadership Symposium?

Please rate the following sessions

- 1= extremely below expectations
 2= below expectations
 3= met expectations
 4= above expectations
 5= thoroughly exceeds expectations
 n/a= did not attend

Opening presentation Speaker: Elaine Penn.....	1	2	3	4	5	n/a
Session 1: Attitude						
Elaine Penn (Open discussion).....	1	2	3	4	5	n/a
Dr. Metcalf-Turner (Diversity).....	1	2	3	4	5	n/a
Dr. Hurd (True colors).....	1	2	3	4	5	n/a
Nathan Ford (Follow the leader).....	1	2	3	4	5	n/a
Lunch and Alumni Panel.....	1	2	3	4	5	n/a
Session 2: Aptitude						
Dr. DuPre (Leading from the inside).....	1	2	3	4	5	n/a
Dr. Deshotels (Delegation).....	1	2	3	4	5	n/a
Dr. Hurd (Tools for leadership).....	1	2	3	4	5	n/a
Katelyn Whitty (Time management).....	1	2	3	4	5	n/a
Session 3: Action						
Jenni Brian (Social networking).....	1	2	3	4	5	n/a
Dave Scott (Rewarding team members).....	1	2	3	4	5	n/a
Dr. Hurd (Integrative work).....	1	2	3	4	5	n/a
Lauren Loeffler and Christine Haley (Things your mama never taught you).....	1	2	3	4	5	n/a

5. Overall, what was the best session you attended? Why?

6. Would you attend a symposium like this again?

7. Any suggestions to make the program better?

Acknowledgements

The project coordinators wish to thank Dr. Hurd and Dr. Ford for their interest in and support of this project. Funding provided through the Quality Enhancement Plan allowed us to take a valuable program idea and give it an expanded focus, and a chance to become an important training exercise for our Graduate Assistants. We are encouraged that the Symposium will be presented again in 2008, and that it will provide a showcase for the reintroduction of the Voyages Leadership Program.

We are grateful to the Graduate Assistants who worked diligently on this project and persevered in spite of their doubts. We firmly believe they will make better professionals because of this experience. Finally, we would like to thank the GA's, Julie Cantor, Johnathan Cellon, Cassandra Rodriguez, Reynaldo Soares, Victor Teschel, Dee Dee Wyckoff, Katelyn Whitty, and Jackie Wiley for all the things they taught us about coaching and advising.