BREAKOUT SESSION MINUTES

Session: Leadership Development

Session Leaders: Tracie M. Egger – Assistant Director of Academic Programs
Purdue University College of Agriculture

Leadership Development Certificate Program in Agriculture

Purdue’s Certificate Program:

How it began:
- Employers state the desire to hire students with leadership skills
- Meeting with community & industry leaders in 2004 – what is needed, how accountable should the college be for leadership.
- Created in 2005

Purpose:
- Prepare students for workforce
- Help more students intentionally plan their leadership journey earlier
- Increase # of students engaged
- Offers flexible way to incorporate leadership experiences into one program; many workshops involved; structured framework
- Utilize faculty/staff – coaches, mentors to guide student through program

Requirements:
- All Coll. Of Ag. Students can participate with 30 hours completed; Must have 3-4 semesters remaining; good academic standing

How it works:
- submit statement of intent & resume
- Select a coach (coaches are trained) from list; match student with appropriate coach
- complete self assessment on leadership skills – helps student learn which skill and attribute areas they want to focus on throughout the program.
- Complete personal development plan – goals for leadership growth in 4 areas
- Participate in on-campus and off-campus opportunities
- Participate in Leadership programs and workshops
  - Minimum of 2 programs and workshops
  - Incorporate reflection activity after each experience
  - Documented in their portfolio
- 6 credit hours of leadership training that is incorporated into academic coursework
- Portfolio – documents progress on 4 major self-improvement goals identified in their PDP as well as personal growth in all leadership skills and attributes.

**Competency Levels:**
- Personal Leadership Development, Interpersonal Leadership Development, Group & Organizational Leadership Development, Community Leadership Development

**Self-Assessment:**
- Questionnaire enables students to think about leadership skills & attributes
- Set of 20 statements that reflect various attributes and skills for each of competency areas
- Helps with PDP
- Rate themselves in each area

**Results:**
- 2005 – 37 students submitted statement of intent & PDP
- Fall 2007 – 38 new students
* Currently 68 students actively in program (difficult to track everyone’s progress)

**Conclusions:**
- Revised manuals for students and coaches based on feedback
- Examples of PDP and other documents (students struggled without examples of everything)
- Communication between program coordinator & student is imperative.
- Funding sources were sought to enable program to move to the next level
- Utilization of a faculty led committee for direction to be used
- Advisory committee comprised of community & industry leaders is helpful

**Plans for the future:**
- No academic minor
- Grow program to incorporate more outside involvement

**Website:** [www.ydae.purdue.edu/ldcp](http://www.ydae.purdue.edu/ldcp)
*Ok to use materials as long as appropriate credit is given; to use assessment contact Tracie to get permission from Dr. Ayers

**Training for Coaches:**
- Go through manual
- Expectations & requirements of program (meetings with student, etc.)
- This year: get coaches more actively engaged with students (faculty can initiate contact with student if student does not do it on own)

**Promotion:** Talk to freshmen orientation class, sophomore seminar classes, mass emails, booth at Coll. Of Ag. Ice cream social. Want faculty to promote to students.
*Want students who aren’t already involved in leadership programs to participate – not just “top students” who are already participating in these types of activities.

**Reflections:** guided activities, need to do them as they go and not at the end of the program.

**Ag Council:**

*Purdue:*
- 22 members are selected – vote on CoA student activities
- Serve 2 year term
- Used to be supervised by Assoc. Dean, now Tracie advises them and provides feedback to Assoc. Dean
- Meetings are every other Wed. for 1.5 hours; if student misses more than 1 meeting they are replaced by an alternate
- Truly involved in organizing & implementing events, manage money, organize fundraising events, etc.

*OSU:*
- 35 student orgs – each selects council rep. (usually club pres.); good club buy-in
- meet every other week
- organize some traditional events
- evolved into smaller and more meaningful events (i.e. faculty/staff appreciation event; State of the College event)
- Primary fundraising: Farm Science Review – sell food items and generate $6-10K over 3 day period

**Meaningfulness of feedback and activities, ties to Alumni Association; involvement of faculty/administration important to strengthening Ag Council**

*Murray State:*
- 2 reps from each club (1 officer and 1 non-officer) but gets only 1 vote; Ag Ambassadors; SGA
- Only officers are Pres. & Secretary (both elected)
- 3 advisors: Dean, Recruiting Manager, Dir. Of Grants/Funding
- Mostly more advisory role – fewer events; way for clubs to network, stay connected & work together
- Anyone who served on council in the past can attend meetings but cannot vote

*Florida:*
working on strengthening program and get them more involved in planning activities

*Miss. St:*
Hard to recruit students b/c so many are transfer students

*NC State:*
- 2 reps from all organizations & 1 vote
- Plan/Implement Ag Awareness Week
- recently put more into leadership development
This past year: faculty advisors and rep from College Alumni office and Fundraising Office to assist
Students involved some award committees

*Some schools incorporate freshmen reps (don’t feel as connected as other members) and transfer
reps.

*Many schools have a hard time getting faculty to participate as advisors – time commitment issues?