Certificate Programs: The Wave of the Future
Mary Fink, Belmont University

Bundling courses into certificate programs has become a major movement in continuing education. It allows institutions to put together a series of classes around just about any topic, from leadership development to event planning.

Certificate programs have become popular in the areas of business, technology, leisure, and others, and are limited only by the imagination of the educational institution.

This workshop will address issues such as:
- Target audience
- Instructors
- Format
- Cost
- Marketing

It will also highlight a number of certificate programs which are already successful in the marketplace.

Computing Conference Service Fees: A Multi-Factor Approach
Robert L. DiBella, Armstrong Atlantic State University

Conference and continuing education units are daily faced with the issue of how much to charge for their coordinative and administrative services. While many of these units are required by their institutions to be self-supporting, they are also working within an educational environment that is, to say the least, budget constrained. In order to meet their institutional financial obligations therefore, conference operations generally try to diversify their program portfolio by working with internal academic conferences, and at the same time marketing their services to the external business, professional, government, and nonprofit sectors. Understandably, to be fair and equitable in charging for services in this type of environment is an interesting challenge.

There are any numbers of ways service fees may be figured and assessed. Some units use a percentage of total budget approach. Others employ a market comparison method. Still others use a workload analysis or a point system as the basis of their computations. Some use a menu approach charging for those services they provide. Depending on each individual situation, any of these techniques may provide an appropriate fee calculation that works well for the service provider.

SESSION CONTENT
The goal of this session is twofold. First, the session presenter and the participants will identify and discuss those factors they believe to be most important when computing service fees. Second, a computer model
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will be offered to assist program managers to compute service fees for their conference clients. The focus of the session will then be to demonstrate how the spreadsheet functions, provide an explanation for each of the factors included in the fee estimate, and engage the participants in using the model.

Using a “time to complete” approach, and utilizing an Excel spreadsheet, the model proposed in this session attempts to integrate a variety of factors to arrive at a conference service fee estimate. By going through the various sections of the model, each component will be illustrated.

First, relevant demographic information is identified and includes:

- how much time exists between the first client contact and the conference date
- the duration of the conference in days
- the number of anticipated participants in the conference, and
- the number of facilities and external services to be used for the conference.

Second, in addition to the demographics above, three other considerations are factored in, namely:

- is the conference a new or a repeat event
- is the conference held on campus or off-campus, and is the conference at a distant location.

For each of the items above, the model automatically increases or decreases the fee assessment depending on the figures input. As an example, there is an increment for the duration of the event so that the fee computed for a 4-day conference is higher than the fee for a two-day event.

Third, the various service areas that are available to the client are indicated:

- program design and development
- marketing services
- facility and service planning
- financial administration
- conference operation and administration, and registration services.

The model recognizes that not every client will want or need all of the services a conference department is prepared to offer. By allowing the client to choose those areas that are of most value, the provider can focus their energies and maximize their service ability. It should be noted, however, that some of the areas are inextricably linked. For instance, to provide registration services without being involved with the financial administration of the program would be a complicated procedure.

Fourth, in order to allow for flexibility, the number of hours assessed in the fee computation for each of the service areas may be adjusted either
up or down. This provides the ability to customize the fee estimate based on the specific services requested, the client’s needs, and the event’s complexity.

Finally, there are discounts to the fee assessment built into the model so coordinators have the option of lowering the service fee depending on the status of the client (internal/external; profit/nonprofit; etc.) or other considerations. A common example here is that some units charge less for an internally sponsored event than for an external client.

**SUMMARY**

This session makes the case that by combining a number of related factors into one computational model, the process of determining, and then defending (if necessary), conference service fees is considerably enhanced. By accurately estimating service fees, program coordinators and managers can contribute to the on-going success of the unit. Likewise, by delegating the fee assessment process to those individuals who provide the services, staff should be empowered to make appropriate decisions. As a result of attending this session, participants will be aware of the issues involved, and will have received a practical tool to use in computing conference service fees.

**Creating a Culture of Customer Service in Your Academic Institution**

*Steve Price, Trident Technical College*

Would you like to learn a simple yet remarkably powerful way to begin developing a true culture of customer service in your institution? Before you begin consistently delivering excellent customer service to your internal and external customers, there needs to be a positive culture established and maintained.

This high-energy, entertaining and interactive session makes it easy to understand a process to build a customer-focused atmosphere that will lead to increased revenue, a more pleasant work environment and a highly productive team.

The presentation is delivered in a 45 minute or up to a two-hour workshop format, and promises to give your conference a different twist to a standard session. It’s perfect for afternoon time frames when lectures have dominated the program and gives conference goers both a lift and some valuable information. References can be supplied that support this statement.

At the November 14-16, 2004 South Carolina Association of Continuing Higher Education conference, the presentation was one of the, if not the, highest attended Concurrent Sessions with 54% of the entire conference participants filling the room. This underlines the fact that the topic is highly relevant in today’s educational communities.
Based on a four step process, *Creating a Culture of Customer Service in Your Academic Institution* is designed, written and facilitated by Steve Price, a former executive with a Fortune 500 company who developed customer service programs for business and institutional environments.

Most will say that the subject and passionate method of its delivery makes for high audience information retention and a room full of believers, confident that it can be adopted at their institution. With competition for the student and retention of highly qualified faculty and staff surfacing as real issues daily, most institutions must have the subject on their radar screens.

**Step One: Understand Human Nature - Get the People Right First**

- Employee Skill Sets (Communication, Attitude, etc.)
- Customer Expectations

**Step Two: Have a Plan of Actions**

- The Customer Service/Expectation Cycle
  - (This cycle can be all the way extended with audience participation.)
- The Arsenal of Terms/Phrases

**Step Three: Build a Culture of Customer Service Excellence**

- Not a Program of the Month
  - (Measurement process and Rewards Program added to Ions version)
- Second Nature for Management and Employees

**Step Four: Go Back To Step One**

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**Creating Effective Evaluation Instruments**

*Renee Connolly, University of South Carolina*

Ensuring client satisfaction is one of the toughest jobs for a service provider. Perhaps it is hard to please everyone, but it is not difficult to explore clients’ likes and dislikes. Whether you are responsible for creating a course for continuing professional credit or making a magnificent meal, discovering client perceptions is one of the keys to a successful program.

Join this session and explore some of the tried and true methods in developing effective evaluations. Discover techniques of planning a sound, reliable evaluation, writing effective survey items, and formatting evaluations for your audience.

Attendees will have a chance to critique a weak evaluation instrument and find out how to develop a stronger one. Who said you have to be an expert statistician or top-notch graphic designer to create and
conclude effective evaluations? This session will get you on the right track to effectively evaluating your clients!

**Educational Youth Programs to the Rescue:**
**Engaging 10-14 Year Olds as Non-Traditional Lifelong Learners**

*Jason Castleberry, University of Georgia*

In the summer of 2001, the Department of Professional and Personal Development implemented an educational day-time summer camp for 10-14 year olds as part of its commitment to provide lifelong learning opportunities to all members of the community. Since that first summer, the fledgling two-week camp has expanded to seven weeks and the enrollment has grown from 18 to 123 campers.

Successfully blending a non-residential educational summer camp program into the continuing education initiative is an ideal way to elevate the visibility of a University’s range of programs. The focus on education provides campers with a positive impression of higher education. Additionally, generated revenue can be substantial during the lean summer months when traditional course participation is often flat.

Typically, non-residential educational summer camp programs do not include children in this age group. They are often too old for the craft camps that target children from ages 6 to 11 and are too young to participate in high-school summer programs. Providing educational summer camp experiences can ensure a program niche or signature program for a University’s continuing education branch.

By partnering with departments and schools on campus, we have been able to develop a rich array of youth programming. Through our partnership with a local campus radio station, we offered a Singer/Songwriter camp. Through our partnership with a campus television studio, we offered a Video Production camp. We’ve also offered Science camps with help from two different academic units on campus.

Children love incentives, and we include some for each camp. For instance, each camper last summer received a camp T-shirt. Some campers came away with a CD of their recorded songs, or a DVD of the video they created, or a book that was comprised of their writing, art, and photography. We have also held plays and art exhibits. The movies and music also provide an added benefit to marketing future camps once they are uploaded to the camp website for public view.

Information will be shared on how to successfully develop, market, and grow educationally-focused summer camps for 10-14 year olds, especially during a period of lean economic times, institutional budget cuts, and declining participation from traditional adult learners.
Elder Care Professional Development for Health Care Professionals

Deborah Champion, Georgia Southern University

As the Baby Boomer generation ages, the need for care for this generation and previous generations increases. With this comes the need for training the professionals that provide this care. The regulations for this care are becoming more complex every day. Our Elder Care Professional Development for Health Care Professionals series was developed to help meet this need.

In Georgia, the majority of professional populations that provide care for the elderly need professional CEU’s annually. In an effort to meet this need, we have developed a number of courses. Some of the courses are considered “core” courses with the certifying agency while others are “electives.” Most of the “electives” are the hot topics in the fields. We are able to offer credits through GNA (Georgia Nurses Association), NASW (National Association of Social Workers), GSBNHA (Georgia State Board of Nursing Home Administrators), and LPC (Licensed Professional Counselors), as needed. Some of the topics offered are Maximizing Benefits for the Elderly, Advanced Directives, Ethical Issues in Long Term Care, Residents’ Rights, Humor Works, The Americans With Disabilities Act as it Relates to Long Term Care, Discharge & Involuntary Transfer in Long Term Care, Aging and Sexuality/Intimacy, Discharge Planning and Post Acute Care, and Coping with Dementia.

Our training series started by offering three workshops at the request of a few health care professionals that had attended some of our other conferences. One of the speakers at the conference is with the Director of the Elder Rights Project with Georgia Legal Services. She also works very closely with the Coastal Georgia Regional Development Center’s Area Agency on Aging. After holding successful workshops, we decided to expand the number of workshops offered. After expanding the number of workshops and topics, we decided to expand the number of locations. Currently, we are offering workshops in three locations.

After the first offerings, we found that other agencies that work with the aging and the professionals in the field were interested in partnering with us in this venture. Currently, our workshops are sponsored by the Elder Rights Project of the Coastal Area Agency on Aging, the Coastal Georgia Regional Development Center and Georgia Southern University’s Continuing Education Department. By teaming up with these entities, we have been able to reach more professionals in the field. We have targeted nurses, social workers, nursing home administrators, personal care professionals and caregivers.

As a result of these offerings, we were able to team with the Coastal Georgia Area Agency on Aging to offer the Care-Net Conference. This also has given us other markets for our training. We continue to have spin-off programs from this series on a regular basis.
Our plans are to develop more programming in this area within the next year as well as continue to work with the spin-off conferences and workshops from this field.

The web site for this program is:
http://ceps.georgiasouthern.edu/conted/eldercare.html

From Feedback to Solution: Team Workshop

Suzanne M. M. Bonds, Embry-Riddle Aeronautical University

Background: The Feedback to Solutions workshop and related activities represent a new approach for using team workshops to enhance organizational productivity. This approach was first tested in January 2004. A full staff Team Workshop, described in greater detail below, was held for the headquarters staff of Embry-Riddle Aeronautical University’s Extended Campus. The Chancellor of the Extended Campus reported that morale improved immediately. More importantly, staff learned a way to take responsibility for solving those issues that were interfering with productivity and job satisfaction. These issues, referred to during the workshop as departmental Square Wheels, included cumbersome procedures, conflict with co-workers and ineffective communication with supervisors.

Purpose of From Feedback to Solutions Workshops:
Climate surveys can indicate areas of concern expressed by respondents including the expressed or unspoken message that “my opinion is not valued.” There is a need for the leadership of organizations to determine the reasons for dissatisfaction even among employees who are solid contributors. Furthermore, it is important for the working, learning and living environment of an organization to be analyzed on an ongoing basis to insure continuous improvement. Reaching organizational or company goals and supporting the organization’s efforts to achieve its full potential requires that each staff member contribute to both the identification of blockers to success as well as identifying solutions to common issues. This serves the purpose of creating multiple paths to success and excellence, optimizing open communications, tapping into the diversity of staff, promoting employee morale and investing in the staff development while capitalizing on their collective strengths. Furthermore, the organization demonstrates its commitment to initiate a systemic process for improving the work environment.

Methodology
The off-site, informal workshop provides an opportunity for staff at all levels to be heard in a “safe and constructive” environment; establish a forum for honest feedback that can be provided in a non-threatening manner; and interact with others (management and staff) as individuals outside work-related roles.

Other dynamics of the delivery that lead to successful interactions include:
- Size of Groups: Workshops are conducted with groups of no more than 20-24 participants.
- Location of Workshops: The workshops are held away from the work environment in an informal, positive setting.

- Facilitator’s Main Role: The facilitator’s main task throughout the workshop is to make the process easy for participants to reach individual and group goals. The facilitator provides the dynamic role of maintaining the energy and enthusiasm of participants.

- Workshop Activities: The facilitator selects those which have proven to be the most effective across the spectrum of organizations, including business, academia and government agencies.

- Workshop Emphasis: Participants ‘learning by doing’ - individual and group exercises with limited lecturettes.

- Post Workshop Action: All too often after a ‘feel good’ workshop, little if anything is done with the experiences and lessons learned. Life at work can return to the way things were. With the From Feedback to Solutions approach, the opportunity and excitement are created that lead to the most important benefit - improvement in organizational effectiveness.

The confidentiality of all feedback received during the team workshop is insured as participants follow through the process of removing the high priority Square Wheels that have been identified.

With the support of management, employees follow guidelines that have been established to set priorities for follow up. Regular weekly meetings are planned and managed by staff selected by their peers. At the meetings, alternative solutions to issues are discussed with the implications for other departments explored. Recommendations are presented to management in writing with anonymity if appropriate due to the sensitive nature of many staffing and supervisory issues.

The facilitator monitors the progress of group meetings from a distance and, when called upon, suggests techniques or options in support of the group’s continued progress.

Management can respond to the group’s recommendations with flexibility. For example, a task force to revise an inter-departmental procedure may be established or individual training or coaching may be initiated to develop a supervisor’s skills. Benefits of the From Feedback to Solutions Approach:

Through the From Feedback to Solutions approach, important benefits are created for the employee and the organization. The employee feels that management is genuinely interested in their role and ideas and the term “empowerment” is no longer an empty phrase. The organization benefits from the establishment of an ongoing process that provides a true team approach to enhancing morale and productivity.
From Red Kool-Aid to Robots: A Beginner’s Guide to Summer Camps

Valerie Tate and Tammy Prather, Mississippi State University

Remember the excitement in kool-aid and cookies when you were small or your first masterpiece as you got older? Or, remember how you could hardly wait to get home and tell your parents about what you learned or show them what you made? Summer camps are fun, educational and challenging for children of all ages.

In this session, we want to share our experiences with summer camps and how we have achieved our goals. Our university is located in a rural area in a rural state. This puts limitations on activities for kids in the summer, which gives us better opportunities for university and community partnerships as well as relationships with K-12 educators.

Mississippi State University has found success in developing new programs using two models. The first involves partnerships with university faculty to extend college prep opportunities to children in this area. The second involves collaboration with community experts and K-12 educators to develop cultural and enrichment opportunities. As we explore the strategies and opportunities of these two models, we will share how our Continuing Education Unit have experienced growth within a university setting that does NOT have a centralized approach to summer camps.

Hopefully, you will leave this session with some fresh ideas and steps to take to develop new summer camps. So, bring your lifejacket and hop on board this beginner’s cruise toward the top.

Golden Deals for Platinum Folks

Bela R. Bowley, Purdue University

Workshop Abstract: As the baby boomers reach retirement, their need to grow personally will occupy the center stage. Their generation, renowned for their idealism and innovation, will not be satisfied with fading away into oblivion after retirement. Personal growth, enjoyment, fun, and lifelong learning will be their prime pursuits. The “Golden Deals for Platinum Folks” workshop is designed to explore the possibilities for developing continuing education programs for this aging but dynamic population. Participants will learn how to understand the senior market, think strategically and develop programs to cater to the current and upcoming needs of retirees or empty-nesters.

The workshop will consist of the following segments:

1. Power of aging - Does the aging population have unprecedented economic and non-economic resources at its disposal?
2. Myths and realities - An overview of misconceptions, as well as some general truths about the senior demographics.
3. Development of programs - How best to implement programs for the aging group.
Marketing Strategies - How to develop suitable programs and effective means for reaching and satisfying the senior customers.

Hotel Contracts: Getting What You Want
Bryan S. Burgin, University of South Carolina

The negotiation of a hotel contract for conferences and events can make or break your budget. Learn tricks for setting up your event for success with this workshop.

Goal Setting: What is the goal of the conference?
- A large conference?
- To build membership?
- To make the boss look good?
- For attendees to have a good time?
- To make money?

Site Selection
Factors to consider when making your selection:
- Conference program/schedule
- Time of year
- Day of week pattern
- Local airport lift
- Ground transportation
- Your market (attendees)
- Cost of sleeping rooms
- Cost of food, beverage and meeting rooms
- Hotel’s willingness to negotiate
- Local services and their proximity to hotel (restaurants, entertainment, etc.)
- Availability of recreation
- Flexibility of dates

Contract Negotiation
Items that can be negotiated include (but aren’t limited to):
- Discounted or free food and beverage
- Discounted or free audio/visual equipment and support
- Comp room rates
- Attrition clause
- Force Majeure
- Meeting room costs
- Staff rooms (free or discounted)
- Ground transportation (to airport as well as local attractions)
- Recreation discounts
- Energy surcharges
Implementing Highly-Profitable Test Prep Programs that Increase Revenue and School Visibility

Jeff Noblitt, Cambridge Educational Services

This session will begin with an introduction to a Six-Step Approach to attaining large score improvements on standardized tests. From this Six-Step base, attendees will learn how to implement customized courses that best fit the needs of their unique student populations, helping to increase course enrollments. Next, attendees will take a short sample exam to demonstrate for what students are preparing. Then, these problems will be completely explained using powerful test preparation strategies that any student can grasp and effectively utilize. Finally, the relationship between brochure design, course marketing, pricing, homework assignments, and test scores and enrollment is discussed.

This session illustrates the best practices used by programs nationwide to run successful programs. Multiple, specific examples of existing continuing education test preparation programs will be used to further the session’s importance to the audience.

This session will:
1) Discuss the most successful and profitable non-credit continuing education test prep programs;
2) Demonstrate powerful test-taking strategies;
3) Illustrate how to attain maximum program exposure; and
4) Demonstrate how to position programs to ensure the highest profit margin and market penetration—even in overcrowded markets.

Leadership: Communication and Coaching

Dennis E. Gilbert, Pennsylvania College of Technology

Developing effective techniques for communication and coaching is extremely important in our workplace today. As continuing education professionals not only is it vital to recognize and utilize these skills within your own workplace, but you may be called upon for advice from clients you serve. Are you utilizing the best communication and coaching techniques?
People have a natural tendency to assume everyone understands and thinks the same as they do. Often, our communication is not clear and many do not ask for further clarification. Communicating clearly and effectively the first time can not only reduce stress and frustration, but it can help to improve the bottom line. Learn simple tips and techniques that can help improve your communication.

Coaching is for everyone. Learn why effective coaching is vital in the workplace and discover techniques that can improve your interpersonal skills in any setting. Often people lose track of the value of inspiration or constructive criticism and how to apply proper coaching to those around us. Bring out the energy in those around you through effective coaching.

We have all been inspired by someone in our life who knew just how to get the most from us. This session will stimulate thought on several of the most widely recognized and accepted communication and coaching techniques.

**Leadership “On-The-Ropes” and at Work: A Heuristic Inquiry**

*Valarie Bryan, Florida Atlantic University*
*Malika Starr, High Excellence, Inc.*

Agencies and organizations across the United States are seeking high quality and cost-effective professional development that transforms the workplace and enhances the leadership skills of its personnel. Non-credit continuing education professionals plagued with how to provide this training in unique and attractive formats have often sought alternative methods, such as experiential education, to reach these clients and service their needs in spite of continually shrinking budgets. Challenge ropes courses through the years have provided an avenue for addressing leadership skills in a non-traditional format by colleges, universities and corporate entities. Up to now little, if any, information was available for the non-credit continuing education professional as to the impact of this type of training both in the field and in the workplace. In 2004, a heuristic inquiry was conducted to provide a comprehensive understanding of what it means to be a leader on the ropes course and at work, from the perspectives of those who lived the experience. This study provides greater insight in how to design and facilitate experiential programs along particular meaningful and relevant lines and why they remain a cost-effective option for those with courses available.

The low ropes course as a training medium provides experiential opportunities for people to engage in challenging team activities to improve interpersonal skills. One-hundred and thirty (130) participants in ten different ropes course programs during low team-based initiatives such as the team hula hoop pass, team juggle, river crossing, calculator, and mission possible, began the study. From this group, thirteen (13) study participants, called co-researchers, were selected. These individuals were purposely selected and all exhibited at least three pre-determined leadership behaviors identified in the literature. The leadership behaviors...
included: (a) challenged the process by questioning and/or inviting the
group to go faster, higher, or more efficiently; (b) clarified the vision, goals
and directions; (c) encouraged and/or created an environment where ideas
could be heard; (d) modeled the way by going out in front on an activity;
(e) encouraged teammates verbally or physically; (f) recognized and used
the talents of the group members; (g) asked for feedback or gave feedback;
(h) verbally supported doing the activity within the boundaries of integ-
rity; and/or (i) took 100% responsibility for actions versus blaming others
(Kouzes and Posner, 1995). Each of the identified behaviors has significant
correlations in the workplace.

A diverse range of co-researchers was selected, with males and
females of varied ages, diverse ethnic backgrounds and different profes-
sional occupations being represented. To establish credibility in this
inquiry the researcher used approved heuristic qualitative research meth-
ods such as: Triangulation with a rubric; researcher reflexivity; member
checking; collaboration; disconfirming evidence; document analysis;
thick, rich descriptions and an audit trail. The audio-taped dialogues with
the co-researchers provided thick, rich descriptions and metaphors about
their experiences of being a leader on the ropes course and being a leader
at work. The researcher organized this data by creating an individual
depiction for each co-researcher that was member-checked and revised for
accuracy. The recurring responses and metaphors were coded, catego-
rized and formulated into core themes that were creative and rich with
metaphors that reflected the essence and meaning of the experience of
being a leader in two settings. While each experience was unique, there
were fundamental commonalities among them that encompassed the
principles of several leadership theories. The significant meaning revealed
was that being a leader was a big responsibility and it provided opportu-
nities to transform and be transformed, which was enjoyable, rewarding
and sometimes frustrating.

Six major findings emerged from the inquiry. The first finding was
that the experience of being a leader was holistic, in that it encompassed
who the person was, how they performed in two different contexts, what
feelings this evoked and what significance it held for them. This finding
related to the concept of leaderless groups and emergent leaders. A leader
emerged from each of the leaderless groups that started on the ropes
course.

The second finding was that the experiences of leading on the ropes
course and at work closely mirrored each other with more similarities than
differences. This finding has significant implications for non-credit
continuing education professionals, ropes course facilitators and organi-
izations that want to develop leaders. There has been an increasing concern
that some action-learning programs have little or no application to real
business issues. Company representatives often ask what value or impact
the program will have on the participants and their work performance.
Unless companies can see evidence of a transfer of learning and a return
on their investment, they will be less likely to invest in the program. This
finding validates the value and power of facilitating ropes course programs
with metaphors that closely match the participants' realities, the isomor-
phic model as defined by Gass and Priest. Isomorphism "occurs when
parallel processes or similar principles in one learning situation become
analogous to learning in another different, yet similar situation, serving as a mirror image of the participant’s reality” (Gass & Priest, 1995, p. 4).

The third finding represented the major difference between being a leader on the ropes course and being a leader at work. The ropes course provided a setting for participants to experience being transformational leaders, without the ramifications of office politics, transactions and economic pressures. For years, practitioners and participants of ropes course experiences have known that it is a powerful vehicle for simulating work situations and dynamics without the implications of office politics and economic pressures. We have also known that it is a compelling place to practice being a leader and being a team member. We may have even known that is the ideal setting for participants to experience being transforming leaders. What we did not have was empirical evidence to support these assertions, especially from the perspective of the participants. The accounts in this inquiry provide a beginning place for that base of evidence.

The fourth finding was that managing followers was the single most frustrating aspect of the experience of being a leader. All of the frustrations occurred when the values and principles espoused by leaders and followers were not aligned. The frustrations were about the working relationships and how various people perform with respect to things like time, quality, quantity and teamwork. The frustrations surfaced out of the leader’s need for things to be done one way and the followers’ needs to do it another way.

The fifth finding was that the experience of being a leader was holistic because it encompassed who the individuals were, how they performed in two different settings, what feelings this evoked and what significance it held for them. Suffice it to say, one of the duties in which leaders must engage themselves is managing the people that they lead; therefore leaders need to be faced with the frustrations and given opportunities to work through the challenges that they encounter in that process. Since the ropes course provides these challenges, it stands to reason that action-learning experiences are a viable and credible way for leaders to learn to manage people. The ropes course offers these opportunities in ways that allow for the leaders to lead by consensus and empowerment, thus giving rise to the followers learning the necessary skills to be independent thinkers, doers and leaders themselves, which leads to implications and applications for training followers or followership training. The sixth finding revealed that trait, style, situational, transformational and visionary leadership theories are not mutually exclusive.

Given a neutral and natural setting on the ropes course, leaders emerged from what started out as leaderless groups, and the experience of being a leader on the ropes course closely mirrored the experience of being a leader at work. The experience was holistic and encompassed the personal attributes and characteristics of the co-researchers, how they performed on the ropes course and at work, what feelings this evoked and what significance it held for them. The co-researchers described who they were as leaders, what things they did as leaders, whether they focused their
attention more on the task or the people, the feelings of joy and frustration
they felt and what they gained from the experience.

To the non-credit continuing education professional, the study
confirms that being a leader on the ropes course and being a leader at work
are a conjoined experience today and the stakes are high. This medium
does provide an alternative training experience than the traditional class-
room. Recipients of this form of training are transformed as is supported
in the literature. These experiential experiences do have an impact on
leadership in the workplace. The findings support the view that trait, style,
situational, transformational and visionary leadership theories are not
mutually exclusive but rather, they are intertwined.

This study brings a measure of credibility to the use of action-
learning. Non-credit continuing education professionals, experiential
ropes course and leadership development professionals have gained
meaningful data and in-depth knowledge of what the experience of being
a leader really is and what it means to participants. As a result, practitioners
have the necessary foundation to design and facilitate action-learning and
leadership development programs in a manner that will recreate and best
promote this meaning so that participants will learn, grow and be trans-
formed as leaders. Furthermore, organizational leaders have qualitative,
empirical evidence to support the use of such programs to develop
transformational leaders, followers and teams.

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Leadership Southeast Georgia: A Regional
Partnership Model
Deborah Champion, Georgia Southern University

Leadership Southeast Georgia introduces leaders from the counties
within Georgia’s Regional Advisory Council (RAC) Region 12, including
Bulloch County, Effingham County, Chatham County, Liberty County,
Long County, McIntosh County, Glynn County, Camden County and
Bryan County to the skills and knowledge necessary to becoming success-
ful leaders in the broader framework of our Region and State. The
program’s design effectively builds on local leadership development
programs and provides an interactive curriculum with a regional scope.

Leadership Southeast Georgia was the result of a retreat held for the
Georgia Department of Industry, Trade and Tourism’s Regional Advisory
Councils in 1999. It was determined that Leadership was the top concern.
of representatives within Region 12. As a result of this, several of the
Region 12 representatives discussed how this could be addressed. It was
decided that a Leadership training program, similar to existing local
leadership programs and the state leadership program could address this
concern. These Region 12 representatives realized that the need was real,
but the means to develop and facilitate a program such as this were
nonexistent. They decided that having a regional University in this
regional was a definite asset. They approached the President of Georgia
Southern University with their needs. The President agreed that this would
be a good partnership for all involved. The Georgia Office of Rural
Development and the Department of Community Affairs provided some
seed money, including full and partial scholarships, to help recruit partici-
pants for the first class. As a result of this, a representative of Georgia
Southern University’s Center for Management Development was con-
tacted to assist in the planning. Since the Center for Management
Development did not directly have the personnel to coordinate and
facilitate this type of program, Continuing Education was relied upon to
provide these services. The program became a joint venture between the
Center for Management Development and Continuing Education with the
understanding that RAC 12 was the parent group for the program.

The initial planning committee consisted of representatives from
existing local leadership programs within the region, key public adminis-
trators, chamber executives, a Center for Management Development
representative, a Continuing Education representative, and select commu-
nity volunteers from the region. This committee was charged with
assisting with the development of the program from the ground up. Logos
were to be decided upon. Colors for graphics were to be decided on. The
structure of the program and session topics was to be decided upon. After
many hours of discussions and research of existing programs within the
region as well as outside the region and studying the state level Leadership
program, the decisions were made. The program would be called Leader-
ship Southeast Georgia. This title would allow for future growth while
describing the existing region. The program would consist of six 2 1/2-day
sessions. The topics that were chosen were narrowed after many discus-
sions. The final decision was to kick off the program with a Team Building
session. This would include a combination of lecture/discussion and a day
on the ropes course as well as an opportunity to meet legislative leaders
and local leaders in the County in which the program was kicked off. The
county that was chosen for the kick-off was determined primarily by the
location of the ropes course that was chosen.

The nomination process was perhaps the toughest task for the initial
year. Who do you send nomination packets to? What are the criteria for
selection? What is the time line? Who will serve on the selection commit-
tee? How many participants are expected in the program? How many
nominations are expected? Do we use a blind selection process or does it
matter? All of these questions had to be answered and answered quickly.
Our turn around time in order to start the program in September was short.
With all of this in mind, the planning committee met several times and
determined all of the above. It was decided that Chamber Executives,
Economic Development representatives, Development Authority repre-
sentatives, key local leadership program representatives, mayors, and city
and county managers would receive the nomination packets. A sub-
committee was assigned to review the nominations. Criteria for selection were chosen by the planning committee. None of us really knew how many nominations to expect, nor did we truly know how many participants to expect. Our initial projected budget was based on 25 participants. A blind selection process was to be used. We (the planning committee) visited and called many of the contacts throughout the region to deliver the personal message about the new leadership program. We graduated 14 from the first class after starting off with 15.

Participants selected from throughout Region 12 visit multiple locations within the Region, allowing participants to see resources not otherwise evident to visitors. Over the history of these annual programs, each county has hosted a Leadership Southeast Georgia session, with every attempt made to include all counties of the Region. At each of the various sessions, local community groups introduce participants to resources within their county and share success stories. Each session of the program addresses an issue relevant to the future of the Region. Past session topics focused on team building, education, healthcare, the environment, cultural diversity, as well as economic and community development. Sessions include exercises and training that develop or improve upon participants’ teambuilding and analytical skills, especially in the context of issues that relate to our Region and State. After completing the program, participants are honored by Georgia Southern University as graduates from Leadership Southeast Georgia and join other alumni in training future participants of the program.

We are currently in our fourth class of Leadership Southeast Georgia. The program has faced many challenges since its inception. Seed moneys were provided for the first two years only. After that time, the program had to be fiscally self-sufficient.

The budget is always a struggle. The idea of corporate sponsorship has been approached, but not resolved. Receiving nominations has been a challenge. Like most busy business people, the individuals that received the nomination packets often meant well and planned to nominate individuals, but never got around to it. We have had to remind our nominators on a regular basis. As with any program of this type, politics have come into play. Why do some counties host each year while others don’t? Why do some counties have more representatives in the program than others?

Once we had two classes of graduates, we relied heavily on the alumni to help develop the programs in their respective areas. As with any activity, some alumni are more active than others. Alumni were more easily involved in the nomination process than the program planning.

After the graduation of the third class, a steering committee was formed to reevaluate the curriculum of the program as well as the processes and structure. We continue to operate under the initial model for the most part with minor changes. It was decided that the program would skip one year during this re-evaluation process. It was determined that the structure should change to six 1/2 day sessions. The curriculum was changed to include more “field trips” and less classroom time. The budget was re-evaluated. While the cost of the program remained at $1000 per participant,
it was decided that each host county would be expected to donate at least one meal/social function with the hopes that all or the majority of the food would be donated. It was also determined that this program is not designed to be a money-making program.

What are the benefits to Georgia Southern University of hosting this program if it doesn’t produce revenue? Exposure, Exposure, Exposure throughout the region.

This program is continually being evaluated in order to improve. Some of the revisions are based on comments from the participants while others are based on research.

Leadership Southeast Georgia has opened the lines of communications within the region by exposure to existing assets throughout the region and relationships developed within the program. The benefits have a trickle down effect and may not be evident right away. A future goal of the program is the enhancement of each participant’s leadership skills.

Management/Registration Solution for the 21st Century
Manocherh Allaei and Mary Jane Brown, Indiana University-Purdue University Indianapolis

In 2000 IUPUI’s Community Learning Network (CLN) was at a crossroads, ready for change. We knew that we needed to develop a better understanding of the needs of our customers and to create a closer connection with them. We also were charged with increasing our productivity without increasing our staff.

To accomplish those objectives, we determined that we needed to
- Create a better, more efficient course registration and tracking system
- Update our web site to facilitate two-way communication between us and our customers
- Create a Call Center to provide centralized customer service

After two years of intensive development, we have accomplished all our objectives, and the results are in: reliable, responsive customer service, close communications with clients and 12.5% increase in course registrations the first year we implemented SignUp.

Mary Jane Brown, Director for Continuing Studies Noncredit Programs comments: Effective, efficient and exciting describe the IUPUI Continuing Studies Noncredit Programs since we launched Sign Up, our new registration system.SignUp is a customized software program that manages registration, catalog development and the web site updates. Program staff set up class descriptions in SignUp, including fiscal information for budgeting and catalog descriptions for our print and electronic publications. This information automatically updates the web site so that
students can check what classes are offered and register online even before the catalog is distributed. Supporting SignUp with a “human touch” is a Call Center that handles telephone registrations and all inquiries regarding current and upcoming classes. The Call Center staff also proactively contact students to update them on changes in class locations/times/dates as well as new classes added to the program.

**Monitoring the Health of Your Programs: Stats You Should Know**

*Chuck Havlicek, ACEWare Inc.*

Are you able to monitor the health of your program on a weekly or monthly basis? Knowing the health of your program is critical to having a successful program. This session will explore the various statistics needed to run your program and how to use your registration software to generate up-to-date stats. This session will also explore the range of essential tracking stats and what they mean to your program.

**On Becoming Moses- How to Lead Your (CE) Flock out of the Wilderness and into the Promised Land**

*Chuck Havlicek, ACEWare, Inc.*

The story of Moses and the Pharaoh bears directly on the status of many continuing ed programs today. The issue is that Campus Pharaohs are decreeing that the chosen children (our CE colleagues) must live under the yoke of the campus credit registration system. Any of you who have tried to work with a system that is not designed to address the changing/demanding needs of a CE program knows what I mean. In this session we will share some strategies for ways you can approach the issue of “breaking” free from the constraints of a credit registration system, and how you can “sell” that approach to campus administrators. We will also share some case studies of some campuses where they have successfully gone out on their own. We will also plan to allot time for discussion, comments, observations from participants (for you to share your own experiences, successes, failures, wishes) regarding ways you can convince the masters at your campus to “let your people (CE program) go…”.

**Sleeping with the 800 Pound Gorilla**

*Chuck Havlicek, ACEWare, Inc.*

If your office situation requires that you pass data to or get data from a system mainframe (or enterprise software system), you know what this is about. If you are going to get close to that gorilla, you have to be nimble, quick, have fast reaction time, and must be able to flex to connect with (or get out of the way of) that beast. In this session, we’ll look at several case studies where we have the good news for Student Manager users is that your software can do that.
Technology and Conferences: Ways to Keep Up with Customer Needs

David W. Murkison and Christine Colwell, Coastal Georgia Center

Technology changes every day. Being able to adapt and stay ahead of the game when it comes to technology is important. Doing so at a conference / graduate center is crucial in order to keep up with customer demand. Customer in this case is defined as students, faculty, conference participants, and conference coordinators. Some have IT knowledge and skills, others do not. How do you satisfy all the needs?

The Coastal Georgia Center is located in the historic district of downtown Savannah Georgia. It is a partnership of Armstrong Atlantic State University, Georgia Southern University, and Savannah State University. Our mission is three-pronged: Graduate School, Economic Development, and Continuing Education. Even though Graduate classes are the top priority, the center’s revenue stream comes from the other areas.

The center is available for rent to different groups all year round for conferences, meetings, and trainings. Many times an event planner reserves everything and winds up not being the final user. The user comes with a very different perspective as to what they need. This is true in all areas of service including room set up, catering, and technology. Accommodating a person that needs a different type of technology at the last minute can be difficult if not impossible. Explaining that to an upset end user is sometimes even more difficult. Even if you have everything in place, you may still have difficulty with technology working.

The Coastal Georgia Center technology includes:

- 1 Distance Learning Room
- 2 Computer Classrooms (30 computers in each)
- 1 Computer lab – opened whenever the center is open
- 2 T-1 lines (one for DL and one for all other network needs)
- 8 smart classrooms with internet and built in presentation equipment
- 1 auditorium and 3 multi-purpose rooms with built in sound and presentation equipment
- 6 rooms including the multi-purpose and auditorium that have satellite capabilities
- 1 on sight server

Funding for the Technologies include:

- Student Technology Fee
- Year End funding
- Revenue from center bookings
Administrators to help find funding:
- Dean
- Director of IT Services / CIO
- Physical Plant administrators/ Architects
- Others

Design/ type of IT Products Needed (How you know what type of things you need):
- IT Support specialists – on staff of the center
- Keep Specifications and pricing handy – for any unexpected funds that show up
- Customers
- Local vendors

Having the technology available is nice, but not knowing how to use it makes it worthless. Making the technology user friendly, yet safe, can be a challenge. So many people know how technology works, we get a number of well-intentioned people that change settings and try to do things to get the computer to work the way that best suits them. That may cause things not to work for the next class, and we never know that it was done.

How we make them more user friendly and safe:
- Typed instruction by equipment
- Trained staff – so anyone on staff can help customer on most IT needs
- Moved Tech Specialist office to location where the High Use Technology classes are held
- Installed Deep-Freeze software. Saves an automatic image that is always recalled after the computer reboots. No matter what a customer/ student changes a setting to, or downloads, or saves, to a computer, it will go back to the saved setting after a reboot. Also loses any stored files.

In order to establish an image of technology for the Coastal Georgia Center, we needed to make sure that our web page looked good and was up to date. This was done with help from a professional (http://cgc.georgiasouthern.edu/ )

Web Page
- Had a former student professionally design the web page. He was to design a page that had everything we needed and was easily updated.
- Try to put everything from driving directions to amenities menu online to avoid faxing costs.
- Placed interactive room guide on web.
- Later determined that a printable design of the facility was more meaningful to meeting planners.
- Updates / keep info current.
The Coastal Georgia Center keeps working on ways to improve the technology at the center. If you do not keep looking at ways to improve technology, you will fall behind. These are a few of the current things that we are looking to improve:

- Continue working with IT Department
- Continue to change web page as the needs of our customers and students dictate.
- Work on improving wireless system
- Continue to get new computers for classrooms, labs, and staff.

Conclusion: Meeting facilities need to keep up with Technology in order to meet customer expectations. Technology continues to change, so we need to know what the changes are in order to accommodate them. Resources for those changes can cost, so finding money to pay for technology is very important.

The Battle of the Budget: How to Tighten It Up

Suzanne Shell, University of Richmond

Spreadsheet tool with a variety of uses:
- Creation of the individual course budget
- Course fee pricing tool
- Salary negotiation tool (if minimum enrollments not met)
- Budget forecast tool
- An expense tracking tool
- A year-to-date exercise tool
- A course history tool
- # enrollments in prior term(s)
- Course fee adjustments over time
- Negotiated salary agreed to in past (good point of reference to know how low the instructor will go)
- Reminder notes if class goes (instructor needs pad and easel set up in classroom)
- Salary paid by other schools
- Progam stats
- Maximum #enrollments
- Minimum # students
- #CEUs
- Use to build contract page for instructors paid per student #s
- Copy/paste cells with #students and corresponding salary etc.

Build custom template for your office/school
- Set Operating Margin goals
- Apply University Overhead Cost?
- Address Promotion and Development Costs
- Confirm benefits factor
- Have established guidelines
- Typical starting salary/hour
- Nature of course (quilting versus foreign language)
- Degree of instructor
- Experience of instructor (brigadier general vs college-aged student)
- Input # hours of course
- Assess approximate cost per hour according to nature of the course
- Professional development higher than personal enrichment
- Certificate program versus stand-alone course (has different operating margin)
- Cost per hour for similar course offered in the past
- Cost per hour of similar courses offered by competitors

Input derived fee and tweak for reasonable minimum number of students. Use established salary and minimum number of students for instructor’s contract.

**The Best of All Worlds: Integrating On-Line Registration with a Full-Featured Back Office Registration Management System**

*Chuck Havlicek, ACEWare, Inc.*

When a program begins to explore options for offering web access to courses and self-serve registration for students, they often have to choose between accessibility and functionality. One of the main selling points of a web based system is that a user is NOT required to maintain a local server. However, if your institution already maintains and operates web servers and network servers, then you are faced with choosing a system that delivers web access or one that can deliver the robust, comprehensive, and flexible performance associated with proven back office systems. The Student Manager/ACEweb combination offers non-credit systems the best of all worlds: Web access and reliable and powerful back-office functionality. The software runs on your campus computers, and is always under your control. This session shows how you can provide convenient, safe, and flexible real-time on-line access to your classes, allow students to register 24/7, and rest assured knowing that your system is in-house, with the power and ability to integrate with other office and campus systems as you see fit.
The Perfect Instructor’s Manual

Gerry L. Baker, Metro Community College

1. Keep it brief
2. Break it down by topics
3. Make it easily updateable
4. Make it easy and economical to produce and update
5. Make it relevant
6. Reinforce the manual’s value
   a. For the Instructor
   b. For the College
7. Make it a team project.
8. Make it available online.

Thinkbasing: How to Get More Out of Your Database than Just Mailing Labels

Bobby Hensley, Western Carolina University

If you use databases only for registrations, this is a must-attend session for you. An experienced Conference and Non-Credit Director shows you how investing a little time in database design can simplify your entire office operation and eliminate tons of paperwork. From preplanning and cost estimating to generating instructor contracts and even promotional flyers - all can be done from a SINGLE DATABASE RECORD. Seem too good to be true? Not if you know what you’re doing. Learn the not-too-technical secrets of getting more out of the software you probably already have.

Continuing Education providers have long relied on the power of simple databases to manage their registrations and keep track of income. *(Hopefully you’ve freed yourself from the bondage of relying on the registrar’s office to keep up with your non-credit students. But that’s a whole other session.)* With little effort, things like confirmation letters, envelopes and reports can easily be generated. Thanks to new technology, we’re now able to put our databases on the web and accept online registrations. But managing individual registrations are only part of the data we must keep up with.

What about all the notes, contracts, and general information related to a particular class, meeting or conference? Does a new course offering mean stuffing a manila folder with tons of written notes, the occasional cocktail napkin and a flurry of yellow Post-Its? Do you find yourself going to multiple file cabinets, the phone book, and old catalogs just to refresh your memory about a class you ran just a couple of years ago? If so, this system will be a lifesaver. I call it Thinkbasing. The wonderful thing about this system is that you can use whatever database you’re already familiar with, such as Access, Filemaker Pro, Approach, etc. There is no new software to purchase or learn. Plus, it’s completely customizable. All you need to do is get yourself organized.
The idea behind Thinkbasing is that all information about a non-credit offering is placed together in one database record. Whether it’s a class, meeting or special event it all goes into a single file, thus making data sharing and reports effortless. Need to find out how much an instructor was paid for a seminar three years ago? Just open the database and find the record. Wish you had a copy of the press release you used last semester? It too is right there in the record. Need a financial summary of all classes for a given year? It’s as simple as a few clicks.

What is included in a Thinkbase record?

The general information about the program will create the core of the record. This basic information includes:

1. Title of the Course
2. Instructor(s) contact information
3. Promotional paragraph descriptions
4. Date(s)
5. Time(s)
6. Location
7. Cost

From these fields alone, you can export the bulk of your catalog in no time. Once the course is finished, you can go back into the file and record important outcomes such as:

8. Gross revenue generated
9. Net Revenue
10. What were the additional costs involved?
11. Total enrollment
12. Evaluation responses

Having all this data in a single database makes executive summary reports a dream.

Key Feature

The best feature of Thinkbasing is its use of note or text fields. This is a great way to store information. Data fields need not be limited to numbers and one word entries. Good databases should allow the user to paste or type running and even pre-formatted text into a single field. Text fields can even accept entire documents and usually keep them accurately formatted. Why is this important? Well, for instance, you can paste long descriptive paragraphs in a record for easy export later. I’m sure we’ve all spent time searching through our files for that perfect, masterfully-penned marketing description we used two semesters ago (though we could probably have just retyped in five minutes). Using a text field saves us from having to do either.
Other good uses for text fields in a Thinkbase are:

- Meeting agendas
- Course outlines
- Press releases
- Personal notes about the class
- Contracts or agreements
- Description of the marketing effort involved. How the classroom should be set up
- Participant evaluations
- What materials are needed for the class
- List of contacts relating to the course
- And finally, the all-important “lessons learned”

During this presentation, we will look at various templates and helpful suggestions that participants can use to develop and implement their own Thinkbases. This will NOT be a sales pitch for any particular software program, but rather an introduction to a better way of managing non-credit programs. Participants should leave with new ideas about how to better organize their own operations and course information.

When Your Conference Blows Away…
Tamra H. Swann, Mississippi State University

A hurricane enters the Gulf and slowly makes its way to land. Where is it going? Will it hit Texas? Florida? Somewhere in the middle? Emergency response teams scramble to decide which area they should encourage evacuation.

Your office is 4 hours north of the expected disaster but you have your office half packed in preparation of departure to that area. You’re responsible for a conference that begins in 4 days…somewhere in the middle of the path of Ivan. What do you do?

Our staff faced this situation last September with the onslaught of Hurricane Ivan. With Ivan’s landfall predicted somewhere between Gulfport and Mobile, conference organizers felt the safest plan of action was cancellation. Whether or not it hit the conference location, attendees were going to be hindered in arrival or addressing weather related problems in their homes and offices.

Join us for a discussion of the issues associated with canceling a conference on short notice. Topics will include contacting attendees, dismissal of contracts, reorganizing for the future and media updates.
Internet-based registration and business software saves staff time by automating repetitive tasks: e.g., sending confirmations and cancellation notices, providing transcripts to students, print catalog preparation, etc. Further, it provides better and faster online registration and allows staff to work anywhere, anytime. Most programs experience 50 to 80% of their registrations online after going live, saving even more staff time. All this allows lifelong learning staff to spend much more time and energy concentrating on their most important task: building and marketing a strong program. In the next five years, most programs will have Internet-based software. Find out about it now!

Content: The purpose of this session to give participants the tools and metrics to measure the impact of Internet-based registration and business software on their:

- Staff time
- Program profitability
- Catalog and promotion production
- Catalog and promotion distribution
- Room management
- Financial reporting
- Operations reporting
- Analysis reporting
- Program analysis
- Target marketing
- Trends - both program and national
- Collaboration with other programs

Participants will leave with the tools to determine if an Internet-based program is right for their program. They will also be given the formulas to determine whether a transaction-based or subscription-based application best suits the needs of their program, both now and in the future.