Higher Education
Quality Council
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The Peer Helper Program at the University of Guelph: Analysis of Skills Objectives – Appendices

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Table of Contents

Appendix A: Sample Objective Scenario Questions

Sample Question – COMMUNICATING

Example Question:
You have been asked to write a **short paragraph** in the local newspaper about the sleep schedule of a typical university student. The editor would like a general overview of how a **"student schedule"** affects sleep patterns. Readers of this newspaper mostly fall in the 40+ age range.

Sample Question – MANAGING PEOPLE & TASKS

Example Question:
You have been asked to lead part of welcome week at your university. The faculty and staff want you to create an activity that is fun, encourages student-faculty engagement, and uses a small budget (~$100). The staff is divided on whether the activity should be mostly entertainment, or mostly educational. How will you satisfy their requests? The activity should run about 1-2 hours long.

Sample Question – MANAGING SELF

Example Question:
Winter break begins tomorrow! That means moving home (4 hours away) for a few weeks from school. However, you realize you have many things to accomplish by **8 am** tomorrow before you drive home (you need to leave by 8am at the latest).

You have your last exam tonight at 7pm (2 hours long); you'd still like one hour to review your notes. Your roommates would appreciate a clean the kitchen before you leave and to set the mouse traps. Plans for a late night include getting together with your friends for a last goodbye before the holidays. You also think about looking for new houses soon because your lease ends in April. You still have an hour of packing to finish.

It's **4 pm** now, how will you get everything finished, and be refreshed to drive home in the morning?

Sample Question – MOBILIZING INNOVATION & CHANGE

Example Question:
The University has chosen you to lead a new committee which hopes to encourage civility among students, staff, and faculty. A change needs to happen in terms of promoting, implementing, and maintaining a civil University community. Please provide your plan for this committee and its effect on the University.

Appendix B Sample Scoring Keys

Communication

1)	Answers question	0	1			
2)	Conveying information	0	1	2	3	4
3)	Style (grammar, spelling, length)	0	1	2	3	4
4)	Audience considered	0	1	2		
5)	Overall understanding	0	1	2	3	
6)	Extra (above & beyond)	0	1			

/15

Managing People & Tasks

1)	Answers question	0	1			
2)	Students are involved	0	1	2		
3)	Faculty/staff involved	0	1	2		
4)	Balance	0	1	2		
5)	Planning	0	1	2	3	4
6)	Control	0	1	2	3	
7)	Extra (above & beyond)	0	1			

/15

Managing Self

1) Answers question 0 1
2) Prioritizing 0 1 2 3
3) Development 0 1 2 3 4
4) Multitasking 0 1 2 3
5) Included all tasks 0 1 2 3
6) Extra (above & beyond) 0 1

/15

Mobilizing Innovation & Change

1) Answers question 0 1
2) Creativity 0 1 2
3) Managing 0 1 2 3 4
4) Set-in-motion 0 1 2 3 4
5) Conceptualization 0 1 2 3 4

/15

Appendix C: Sample Rubrics

Example Communication Rubric

Criteria	Qualities				
	0	**1**	**2**	**3**	**4**
Answers question	Question is not answered	Question is answered			
Conveying information	Does not mention main idea	Mentions main idea with little to no detail	Mentions main idea and a subsequent idea with moderate detail	Explains main idea and two or more subsequent ideas with detail	Explains all ideas with concise detail
Style (grammar, spelling, length, etc.)	Many major grammatical, punctuation, and mechanical errors making answer unreadable	Frequent and varied grammatical, punctuation, mechanical errors (interferes with clarity). Paragraph too much/too little detail (length)	Infrequent grammatical, punctuation and mechanical errors, OK length	Virtually no grammatical, punctuation or mechanical errors, good length	Virtually no grammatical, punctuation or mechanical errors, excellent, concise length with enough information conveyed
Audience considered	The audience was not considered	Audience was somewhat considered	It was evident who the audience was		
Overall understanding (listening)	Answer is not organized, unable to understand methods	Minimally conveys message	Has grasped the general idea with specific points	Message is conveyed in a manner appropriate to the audience	
Extra	Answer is at or below the minimum asked	Answer goes above and beyond what is asked			

Example Managing People and Tasks Rubric

Criteria	Qualities				
	0	**1**	**2**	**3**	**4**
Answers question	Question is not answered	Question is answered			
Students are involved	Students are not involved in the activity	Students are somewhat involved in the activity	Students are very involved in the activity		
Faculty/staff involved	Faculty/staff are not involved in activity	Faculty/staff are somewhat involved in the activity	Faculty/staff are very involved in the activity		
Balance	Great imbalance in student and faculty/staff involvement	Some imbalance in student and faculty/staff involvement	Balance of faculty/staff involvement		
Planning/timing	Unrealistic, does not balance fun and education, budget not considered	Some planning into activity: fun and/or educational. Budget not realistic	Either the activity is somewhat fun or too educational and is not balanced. Budget OK	Activity is mostly fun, and/or mostly educational, seems to fit within the budget (mostly realistic)	Activity is fun, educational, and fits within the budget (realistic)
Control	Does not consider conflicts	Mentions conflicts does not attempt to solve	Attempts to solve arising conflicts	Solves conflicts	
Extra	Answer is at or below the minimum asked	Answer goes above and beyond what is asked			

Example Managing Self Rubric

Criteria	Qualities				
	0	1	2	3	4
Answers question	Question is not answered	Question is answered			
Prioritizing	Does not complete essential tasks*/other tasks	Completes some (>2) essential tasks, little/no other tasks	Completes most essential tasks	Completes all essential tasks	
Development	Random string of events, timing not considered	Events order OK, timing not realistic	Events are organized well, timing OK	Events organized very well, timing is very good	Event plan is thoughtfully organized with excellent time and efficiency
Multitasking (application of skills)	Does not multi-task	Attempts to multitask, unrealistic	Attempts to multitask some tasks, realistic	Attempt to multitask, realistic	
Included all tasks	Included less that 2 tasks	Completed only essential tasks; or undefined "other" tasks	Completed essential tasks, and most other tasks	Clearly outlined all tasks completed	
Extra	Answer is at or below the minimum asked	Answer goes above and beyond what is asked			

*Essential tasks: on time for exam, money from sub-letters, packing, adequate sleep

Example Mobilizing Innovation and Change Rubric

Criteria	Qualities				
	0	**1**	**2**	**3**	**4**
Answers question	Question is not answered	Question is answered			
Creativity	Not creative	Creative	Very creative		
Managing	Does not identify nor solve conflicts	Identifies some conflicts, does not solve	Identifies conflicts, solves some	Identifies conflicts, and future issues, solves many	Identifies and solves all arising conflicts; and future issues
Set-in-motion	Abrupt change, no considerations	Abrupt change, some considerations	Somewhat gradual change, some considerations	Gradual change, with most considerations	Ability for gradual change apparent, considerations taken at each step
Conceptualization	Does not plan for change, unrealistic, no long term "picture"	Plans not well set, unrealistic, no goals stated: no complete picture	Plans set, goals not revealed: somewhat complete picture	Plans set, goals are somewhat identified, somewhat complete picture	Carefully plans for change with solid goals revealed: complete picture

Appendix D: Sample Answer

Sample 'Mobilizing Innovation and Change' Answer:

To tackle this assignment I would gather all the viewpoints of the school, public and company and read over the opinions presented. I would do this through an online survey, or going to speak with representative members from each group. I would then investigate greener energy resources – this would involves pricing, producing the most energy, size, length of time to be put into action, etc. This could include solar power, wind energy (like the Bull Ring), or other on-campus initiatives. Once I have considered all the stated factors I would work to make an informed decision about the direction that the company will take by holding a public meeting for suggestions and implications that would be felt by the students and public. Encouraging the company of my ideas would involve showing them the idea that becoming greener is more futuristic and high tech and a way of developing successfully in the future. Also, the company could benefit financially from this movement by selling their ideas to other energy plants to move to a more sustainable energy resource. I would attempt to find and present research to back my claims. To make the university and public happy with my ideas, would involve projecting that the change will occur but with time and money. Perhaps suggesting a form of fundraising and green plan (making school and area more energy efficient) to keep production going and introduce green changes gradually. Perhaps, having a public timeline from coal burning to more sustainable energy throughout the years could be visually presented. This could be a billboard on campus, and would also be a way for the university to advertise to prospective students (a "green" campus). This could also mean more funding from the government for the university because of its "greener" footprint. We could also implement solar panels for the roofs of all buildings across campus, and windmills wherever possible. Marketing for less energy consumption would also be ideal (i.e. "turn off your lights/computers"). Overall, the greener indicatives would be a gradual process, but would actually benefit all parties involved.