



Intentional Student Leadership Development Resources for the Collegiate Recreation Professional

By the NIRSA Leadership Commission

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Introduction

As campus recreation professionals—whether we work in aquatics or marketing, facilities, or club sports—most of us are first and foremost in the business of developing students and creating opportunities for students to develop leadership capacity.

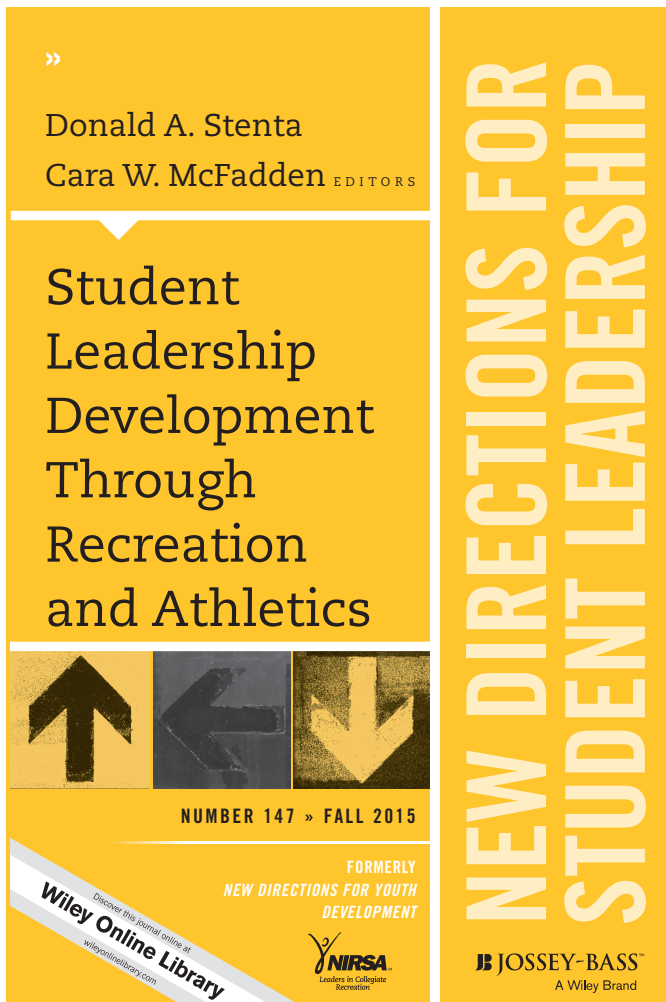
Many professionals and departments are intentionally applying one or more leadership development theory or model into their student-employee training. However, anecdotally, we know that the majority of campuses are not drawing upon a specific model or framework when it comes to intentional leadership development of their student staff.

The Leadership Commission has been active in promoting this strategic value of NIRSA since June of 2012. Initially co-chaired by Dr. Don Stenta of the Ohio State University and Dr. Cara McFadden of Elon University, the work of the Commission resulted in the creation of a sourcebook entitled *Student Leadership Development through Recreation and Athletics*. This sourcebook is designed to engage higher education professionals with concrete competencies that will enhance their understanding of how students' leadership capacity is developed in recreation and athletic environments. It is a part of the *New Directions for Student Leadership (NDSL)* series from Wiley Books.

The current Leadership Commission has developed this supplement tool to complement that sourcebook, in an effort to enhance member institutions' intentional leadership development practices. The resources contained in this document include chapter overviews, a glossary of higher education key concepts and a departmental guide of self-study.

- **Chapter Overviews** – This section includes an overview of each of the chapters within the sourcebook. It can be used as a quick reference of what models are included within the chapter, discussion points, key concepts, and terminology related to each chapter.
- **Key Concepts & Terminology** – This section of the document is designed to serve as a reference tool, use to provide readers with a clearer understanding of higher education language and theory.
- **Departmental Guide of Self Study** – This final portion of the document is designed to offer facilitators a resource to guide staff through each of the chapters, while concurrently reviewing the current practices of student leadership development being used within the department.

Professionals and entire departments can choose to use the resource materials as needed within their professional staff education and training.



NDSL Sourcebook

Stenta, Donald A., and Cara W. McFadden. *Student Leadership Development through Recreation and Athletics*. (<http://www.wiley.com/WileyCDA/WileyTitle/productCd-111914874X.html>) San Francisco: Jossey-Bass, Fall 2015. Print. New Directions for Student Leadership, No. 147.

Chapter Overviews for Student Leadership Development through Recreation and Athletics

Chapter 1: Connecting Collegiate Recreation and Athletics to Leadership

Cara W. McFadden, Donald A Stenta

Chapter Overview

- Provide a general overview of leadership models and perspectives utilized to develop student leadership capacity in collegiate recreation and intercollegiate athletics.
- Explore leadership development of students who are participants, employees, and athletes in the context of physical activity, sports, and recreation.
- Provide analysis of student leadership development through the use and understanding of the Social Change Model (SCM).
- Provide introduction and overview of the Relational Leadership Model (RLM) and the Leadership Challenge.

Topics of Conversation

- Four contextual layers of leadership programs:
 1. Higher Education's Purpose
 2. Institutional mission
 3. Administrative Support
 4. Collaborative Environment

- Five suggestions for social change model practical application:
 1. Programming
 2. Advising or counseling students
 3. Advising student organizations or sport club officers
 4. Designing classroom instruction & training initiatives
 5. Formulating policy
- Intentional use of a leadership model provides the foundation for an integrated approach (this may already be established within the respective University or division; if not, the department should identify)

Key concepts

(definitions/understanding of):

- **Balance of Challenge and Support** (Sanford, 1966): students must be prepared and in a state of readiness before challenge is introduced.
- **Leadership Capacity:** The knowledge, attitudes, and skills that comprise one's ability to lead successfully

Practical Examples

- Sport Club Officer trainings:
 - Implementing intentional trainings that focus on all 3 stages of the social change model (i.e. *Fall Quarter- Individual; Winter-Group; Spring-Community*)
- Incorporate aspects of social change model in Outdoor Adventure Trip curriculum
- Ethics training(s) for all student and professional staff employees
- Sponsorship initiative programs within Intramural and Sport Club programs
- Leadership trainings – guide the curriculum development for yearlong developmental focus
- Use to develop progression for student positions/roles within department
- Use of models to guide student advisory boards

Resources

- StrengthQuest (Clifton, Author; Anderson, Author; Schreiner (Contributor)
- Handbook for Student Leadership Development (Komives, Dugan, Owen, Slack, Wagner)
- Student Leadership Competencies Guidebook (Seemiller)
- Leadership for a Better World Instructor's Manual (Komives, Wagner)
- Collegiate Recreational Sports and Student Leadership Development (Blumenthal)

Models Discussed

Social Change Model (SCM) [Komives, Wagner]

Used to describe the values that are necessary for leaders to develop as an individual, within a group, or as part of a community.

- The SCM approaches leadership as a purposeful collaborative, valued based process that results in positive social change.
- Advocate for social responsibility and common good
- Comprised of 7 core values, with the final result being that of change (the 8th "C" of the SCM)

Relational Leadership Model (RCM)[Komives, Lucas, McMahan]

Defines leadership as a relational and ethical process comprised of people attempting to accomplish positive change together.

- Emphasize the elements of being purposeful, inclusive, empowering, ethical, and process-oriented (5 basic elements of the model).
- Focus placed on values and relationships (that emerge from this value-driven approach to leadership).

Leadership Challenge: The Five Practices and Ten Commitments of Leadership [Kouzes and Posner]

Purpose: Encourages individuals to think about how to incorporate the below five practices in their leadership experiences.

- Challenge the process
- Inspire a shared vision
- Model the way
- Enable others to act
- Encourage the heart

Chapter 2: Applying the Multi-Institutional Study of Leadership Findings to Collegiate Recreation and Athletics

Gordon M. Nesbitt, Anthony Grant

Chapter Overview

- This chapter reviews the key findings of the Multi-Institutional Study of Leadership (MSL), specifically surrounding the four high-impact practices which result in the highest gains in leadership development including:
 - Sociocultural conversations with peers (conversations across and about difference)
 - Mentoring relationships
 - Community service
 - Memberships in off-campus organizations
- The key component that needs to be implemented is the ability to educate this population on the language and theory behind these practical experiences. Once this language and theory is learned by individuals they will have a greater ability to apply their leadership skills in all aspects of their life.

Topics of Conversation

- Sociocultural conversations
 - Strongest predictor of socially responsible leadership
 - Allows individuals to confront their own beliefs, assumptions, bias's and creates the possibility to learn about others way of thinking (know thyself to know others)
 - Environment can be formal, semiformal, or informal
 - Critical to develop an appreciation for multiculturalism to build inclusiveness, collaboration, and common purpose; which is aided through the ability to empathize with others and engender trust
- Mentoring relationships
 - Positive mentoring relationships include a commitment to time and frequency of contact, trust, respect, interpersonal skills, and professional development
- Community service
 - Service learning has the potential to: develop critical group-related skills, deepen personal commitments to specific issues; build resilience for working in complex systems to create change, and disrupt assumptions about how social systems operate

- o It is not enough to simply participate in community service; participants need to reflect on the experience (discuss what they did; why; how it impacts the organization; how it impacts the service participants, etc.)
- Results of High Impact Practices
 - o Leadership Efficacy
 - o Developmental Readiness (increasing levels of complexity for which students are prepared)
 - o Resilience (characteristics that enable one to persist in the midst of adversity and positively cope with stress)
 - o Social Perspective Taking (the ability to take another person's point of view as well as accurately infer the thoughts and feelings of others)
- For application across varying institutions, it is critical to consider the following in a very intentional manner:
 - o Understand the language and the process behind leadership development
 - o Develop teaching components that clarify the “why” behind key concepts and theories
 - o Develop a format that allows each individual to reflect and discover their own leadership theories

Key concepts

(Definitions/understanding of)

- **Multi-Institutional Study of Leadership (MSL)** [Dugan, Kodama, Correia, and Associates, 2013]: The MSL is an instrument based on the Socially Responsible Leadership Scale measuring the Social Change Model of Leadership that was developed by John Dugan in 2006. The MSL now assesses a broader range of leadership and college outcomes and the experiences that influence them. To date, data has been collected from over 250 colleges and universities in Canada, Jamaica, Mexico, and the United States.
- **Leadership capacity:** The knowledge, attitudes, and skills that comprise one's ability to lead successfully
- **Leadership self-efficacy:** One's internal belief (confidence) regarding the likelihood they will be successful when attempting to lead
- **Leadership behaviors:** The actual enactment of leadership; functional manifestation
- **Sociocultural Conversations with Peers:** Formal and informal dialogues with peers about differences (i.e., topics which elicit a wide range of perspectives) as well as interactions across differences (e.g., with people who have different backgrounds and beliefs than oneself)

- **Mentoring Relationships:** Strong, organic, and influential mentorship opportunities affect individuals differently; these opportunities have to be specific and intentional to the individual in order for a positive affect and gains leadership capacity
- **Community Service:** The ability to engage in community service in order to enhance leadership qualities while also developing stronger personal opinions on social issues; the key to effective community service learning is the ability to reflect on the experience after completion
- **Membership in Off-Campus Organizations:** Gives students the opportunity to apply leadership learning in “real world” environments (Defined in the MSL report as “engaged membership in community-based or work organizations unaffiliated with the college or university”)

Practical Examples

- Create environments for formal and informal conversations across difference to take place (trainings, on-the-job, discussion, IM captain’s meetings, Sport Club trainings, etc.)
- Cultivate a more diverse environment through intentional hiring practices that seek a more diverse team
- Develop a mentor program, pairing veteran staff with new staff
- Create a departmental community service opportunity, complete with reflection on the experience; can also be emphasized programmatically (i.e. Sport Clubs)
- Encourage students and professionals to not only attend NIRSA related conferences and workshops, but to take an active role in presenting or being part of committees, etc.
- Teach students about leadership, what it takes to be a leader, and that it is a group process
- Develop a leadership training program, potentially in the frame of classes or sessions on leadership and group processing such that it is required for eligibility for promotional into positional leadership roles
- In performance evaluations, place emphasis on personal development and feedback on job performance

Resources

- MSL Report (Dugan, Kodama, Correia, and Associates, 2013)
- Leadership in Intramurals and Sport Clubs: Examining Influences to Enhance Educational Impact (Dugan, Torrez, and Turman, 2014)
- Center for Leadership at Elon University
(www.elon.edu/eweb/students/leadership/default.xhtml)
- Leadership Development at Ithaca College
(<http://ithaca.edu.acl.osema.leadership/>)
- Leadership Education Advancement Project (LEAP) at Lycoming College (www.lycoming.edu/studentPrgorams/leap.aspx)
- Tim Elmore Growing Leaders Habitudes Programs
(<https://growingleaders.com/>)

Model Discussed

- Social Change Model(SCM) [Komives, Wagner, HERI, 1996]

Chapter 3: Linking the Leadership Identity Development Model to Collegiate Recreation

Stacey L. Hall

Chapter Overview

- The Leadership Identity Development (LID) Model (Komives, Owen, Longersbeam, Mainella, & Osteen, 2005) provides a stage leadership development model for college students that can be applied to collegiate recreation student staff, volunteers, participants, and varsity student-athletes.
- This chapter provides guidance to implement the model in these settings and to create environments that support development. (p. 33, New Directions).

Topics of Conversation

- Overview of stages of the model: Awareness, Exploration/Engagement, Leader identified, Leadership Differentiated, Generativity, Integration/Synthesis.
- Application of the model. This chapter discusses several areas within collegiate recreation where the model can be applied.
- Challenges of applying the model

Key concepts

(Definitions/understanding of)

- **Awareness** - Becoming aware of how some people lead and influence others. Students can identify that leadership is around them, typically exhibited by those in positions of authority.
- **Exploration/Engagement** - Immersion in a breadth of group experiences. Students begin to have experiences as a member of a group (elementary or middle school).

Practical Examples

- The first step is to assess the current LID stage of the student. Through interaction with the student, professionals can begin to gauge what stage the student is in.
- Professionals should equip the students with the language of leadership. By seeing the LID model, students enhance their understanding of leadership development as it provides them with terms to understand and process.

Resources

- Guthrie & Jones (2012, Winter). Teaching and learning: Using experiential learning and reflection for leadership education, *New Directions for Student Services*: No. 140.
- Komives et al. (2006). A leadership identity development model, *Journal of College Student*

Model Discussed

- Leadership Identity Development (LID) Model
(Komives, Owen, Longerbeam, Mainella, & Osteen, 2005)

Chapter 4 – Opportunities and Challenges for First-Year Student-Athletes Transitioning from High School to College

Joy Gaston Gayles, Ashley R. Baker

Chapter Overview

- There are many benefits to participating in high school athletics with research proving greater success in other areas such as academics, social interactions, and leadership development. In the 2012-2013 academic year there were roughly 7.7 million teens participating in high school sports in the United States.
- As this population looks to participate at the next level, they are met with the reality that only 5% of athletes get the opportunity to continue their sport participation at the collegiate level. This select group will then face a rigorous process of being recruited, following NCAA rules and regulations, and becoming cleared by the NCAA clearing house. This process all takes place before having to make the toughest decision of which institution to attend. Students entering college are faced with many challenges and opportunities as they make this transition from high school.
- Due to unique time demands of collegiate student-athletes it is difficult to find a balance in the three major domains consisting of academic, sport, and social. Many experiences gained through sport allow athletes to develop quicker because they can apply those skills to other avenues in life. Some of these opportunities are preformed social groups, leadership roles, team dynamics, and academic help.
- Athletics allows for a controlled environment to develop and grow. Sport becomes a detriment to the student-athlete when their time demand and stress becomes too overwhelming. This population is held to more intense academic eligibility rules, their schedules are more demanding due to practice times, travel, medical attention, etc. When this population has less time to explore and grow socially outside of athletics they are stifled in their overall growth. A college age student needs to develop in two major ways, psychosocially and cognitively.
- It is important for administrators to understand these development areas in order to cater to the needs of the student-athlete population in a balanced manor. Successful administrations will embrace these key factors in the growth and development of their student-athletes and in turn this population will thrive.

Topics of Conversation

- How to effectively teach the student development model to the student population in order for them to understand theoretically how they are developing and transitioning during their college years
- The similarities and differences between intercollegiate NCAA athletes, competitive sport club athletes, intramural athletes, and the student who exercises routinely
- What are the key challenges and opportunities that the above groups face

Key Concepts

(Definitions/understanding of)

- **Role Engulfment:** over identification with athletic roles and responsibilities at the expense of adequate identification with academic roles and responsibilities.
- **Psychosocial:** capacity to define oneself in a positive healthy way, communicate and work effectively with others, and make commitments and express values that reflect one's identity
- **Cognitive:** focuses on how individuals make meaning of their experiences. How people perceive, organize, and evaluate experiences and events that happen in their lives

Practical Examples

- Market the competitive sport clubs to the 7.7 million high school student athletes in more of a recruiting manner very similar to NCAA student-athletes. This could help promote the opportunities highlighted in the chapter but also allowing for greater social flexibility and growth described as a challenge for the NCAA student-athlete
- Target the competitive sport club population and create discussion groups with leaders from those groups in order to better educate and identify their needs
- Generating more opportunities to focus on and teach healthy first year transitions to the student population

Resources

- University counselling centers or wellness centers
- NCAA Leadership Development
- N4A Resources

Models Discussed

Schlossberg's Theory

Anticipated transitions, unanticipated transitions, and non-events. Three phases, moving in, moving through, and moving out. 4 S strategy of coping with the difficulties of transition through dimensions of self, situation, strategies, and supports

Chickering and Reisser Seven Vectors

Developing competence, managing emotions, moving through autonomy toward interdependence, establishing identity, developing purpose, and developing integrity, developing mature interpersonal relationships

Perry's Scheme

Scheme of intellectual development outlines nine schemas that describe how individuals make meaning that move from black and white, right and wrong thinking, to becoming comfortable with multiple realities and ultimately using evidence to weigh multiple arguments as better than or worse than

Kohlberg's Theory

Theory of moral development describes three phases of moral development that move from preconventional reasoning to postconventional reasoning

Chapter 5 – Intercollegiate Athlete as Student Leader

Anthony Weaver & Kathleen Simet

Chapter Overview

- In sport, wins and losses are ultimately how success is measured. Coaches blame losses on greater elements such as the lack of leadership, which ultimately leads to the team's demise. In order to generate great leadership student-athletes must learn how to develop their skills. This takes time that many student-athletes do not have.
- It is important for athletic departments to set up specific leadership development programs that will target this unique population. In order for these programs to have success there must be positive support and buy in from coaches and administration. A coach is an influential figure who is close to the student-athletes each and every day.
- Their philosophy and support will propel their student-athletes to participate in programming that will enhance their leadership abilities in the classroom, on the playing field, and in life. A leader does not always have to be a captain it can be anyone. A leader is an extension of the coach on and off the playing field. This person is a good role model, someone who pushes others to do their best, and someone who can build team chemistry.
- The MSL report explains the high-impact areas of sociocultural conversations and mentoring relationships. These two areas are extremely important in the leadership development of student-athletes. In order for this population to grow they need to develop self-leadership. These individuals need to be able to see where they fit in and how they can lead in all domains of life.
- These departmental leadership programs need to reflect coach's philosophies but in order to keep continuity these programs need to be driven by the athletics department and campus as a whole. These programs need to be intentional and cater to the unique time constraints of the student-athlete population.

Topics of Conversation

- Who are the key stakeholders and mentors in campus recreation on each campus?
- How can cohesive units be created and educated throughout campus recreation and when are educational processes presented to the larger campus recreation entities?
- Should there be a crossover between campus recreation and intercollegiate athletics departments on leadership development and education

Key Concepts

- **High Impact Practices (HIP):** Practices that have been found to yield the greatest impact on building leadership capacity
- **Sociocultural Conversation:** Formal and informal dialogues with about differences (i.e., topics which elicit a wide range of perspectives) as well as interactions across differences (e.g., with people who have different backgrounds and beliefs than oneself)
- **Mentoring Relationship:** Strong, organic, and influential relationship opportunities; these opportunities have to be specific and intentional to the individual in order for a positive affect and gains in leadership capacity
- **NCAA Student-Athlete Leadership Forum:** A program focused on helping student athletes in communication, assess behavioral and communication styles, gain appreciation for diversity and clarify their values (NCAA, n.d.)

Practical Examples

- Generating a mentorship program for recreation entities such as sport clubs, student employees, intramurals, etc.
- Incorporating current event discussions within campus recreation in order to generate sociocultural conversations within a recreation environment

Resources

- University of Wisconsin – Madison Athletic Department initiatives in Diversity and Inclusion
- NCAA Student-Athlete Leadership Forum
www.ncaa.org/about/resources/leadership-development/student-athlete-leadership-forum
- Marquette S.T.A.R. program (Students Taking Active Roles)
- Duke University Athletics ACTION program (peer mentorship program), S.O.L.E program (Sophomore Outdoor Leadership Experience), and Advancing Leaders program (Junior leadership program in order to prepare for future leadership roles)
- Washington and Lee Athletics Mentorship Program (includes campus faculty and staff as mentors)
- NCAA Resources. www.ncaa.org

Models Discussed

MSL Report

The implementation of high-impact areas including sociocultural conversations and mentoring relationships.

Relational Leadership Model

Provides a framework to infuse opportunities to focus on relationship building rather than just the end goal of winning a game.

Chapter 6: Collegiate Recreation Student Employee as a Student Leader

Cara W. McFadden, Julia Wallace Carr

Chapter Overview

- An overview of differing collegiate recreation environments and the development of student employees.
- Provide key variables of student employment linking how student development readiness needs to align when a student exhibits readiness to develop leadership capacity.

Topics of Conversation

- Each collegiate recreation program has unique characteristics and there is not one specific program or model that fits every program.
- Discussion of specific university examples of training programs for student employees that focuses on the development of leadership capacity.
- The importance of assessment to relate student learning that specifically relates to leadership capacity development.
- 5 variables of student employment: (Chickering et al., 1996)
 - o Ego Development
 - o Motive for Work
 - o Type of Work Setting
 - o Job Characteristics
 - o Employer (Supervisor Role)

Key concepts

(Definitions/understanding of)

- **Leadership capacity:** The knowledge, attitudes, and skills that comprise one's ability to lead successfully
- **Positional Leader:** Leadership that is labeled by a title.
- **Leader:** Anyone who actively engages with other to make positive change (Komives et al., 2013)
- **Follower:** A participant in the leadership process.
- **Informal Learning:** Dialogue with peers (students on the same level of employment), student supervisors, and professional staff supervisors. Performance management through evaluations, informal conversations, coaching sessions; and teachable moments with supervisors.
- **Incidental Learning:** Learning from mistakes and by doing.
- **Skill Development:** Includes people skills, transferrable skills and work place skills.
- **Work Environment:** Learning takes place when a work environment is fun, the student can work autonomously student development was stressed, and teamwork was emphasized. (McFadden, Skaggs and Janoski, 2013)

Practical Examples

- Perform a job analysis to create Intentional job descriptions that include KSAs
- Assessment and evaluation protocols that include informal training, observation, feedback from supervisor and peers.
- Understanding the connection of job responsibilities and career path
- Page 70-71 includes a detailed KSA example for collegiate recreation programs

Resources

- Chickerings Seven Vectors (*Chickering and Reisser, 1993*)
- Sense of Competence Scale-Revised (SCS-R) (*McFadden, Skaggs and Janosik, 2013*) page 68
- Student Leadership Practices Inventory (*Kouzes and Posner, 2006*) page 73
- LID Model (*Komives, et al., 2006*)
- MSL report (*Dugan et al., 2013*)

Models Discussed

Leadership Identity Model (LID) [Komives, Longerveam, Owen, Mainella & Osteen, 2006]

Provides a stage leadership development model for college students that can be applied to collegiate recreation student staff, volunteers, participants, and varsity student-athletes.

Multi-Institutional Study (MSL) Report [Dugan, Kodama, Correia, and Associates, 2013]

The MSL is an instrument based on the Socially Responsible Leadership Scale measuring the Social Change Model of Leadership that was developed by John Dugan in 2006. The MSL now assesses a broader range of leadership and college outcomes and the experiences that influence them. To date, data has been collected from over 250 colleges and universities in Canada, Jamaica, Mexico, and the United States.

Chapter 7: Positive Psychology as a Framework for Leadership Development in Recreation and Sport

Amy C. Barnes, James Larcus

Chapter Overview

- This chapter takes a look at the connection and impact of positive psychology on leadership development. Studies support a strengths-based approach, which places emphasis on personal wellbeing, hope, optimism, and development of the individual and group.

Topics of Conversation

- Positive psychology and leadership development connect when leaders use their personal talents and strengths in their work and encourage others to do the same
 - Use of talents can maximize success
 - Value the contributions of all
 - Learn leadership capacity aspects of trust, delegation, and encouragement of the growth of less-experienced individuals
- Strengths based development involves 3 stages:
 - Identification of talent
 - Integration into one's self-image
 - Behavioral change
- Emphasizing strengths can build mental toughness, resilience, better team dynamics, and positive results. While knowledge of the areas that are not a strength, allow for delegation and partnership with those who hold that strength
- A learning orientation can lead to higher self-efficacy

Key concepts

(Definitions/understanding of)

- **Positive psychology:** A focus on individual fulfillment, what makes life worth living, and the discovery of why some people and communities have an increased capacity to thrive (Gable & Haidt); at the individual level, it is about positive individual traits – the capacity for love and vocation, courage, interpersonal skill, aesthetic sensibility, perseverance, forgiveness, originality, future mindedness, spirituality, high talent, and wisdom (Seligman & Csikszentmihalyi).
- **Resilience:** The characteristics that enable one to persist in the midst of adversity and positively cope with stress

Practical Examples

- Use a strength based assessment tool (Strengths Finder; True Colors; Insights; Virtues in Strength, etc.) to identify individual strengths and the best way for the collective group to work together successfully; from there productive and meaningful conversations can occur around individual leadership styles and ways to utilize in multiple arenas (this can be done with student staff, professional staff, Sport Club officers/members)
- Create programs that build a connection between physical health, well-being, resilience, and leadership development
- Yoga and meditation aid in resilience by looking inward and visualizing success; the connection between mind and body – a strong instructor can help guide this connection

Resources

StrengthsFinder assessment (*The Gallup Organization – Rath & Conchie*)

- Exploring Leadership (*Komives*)
 - Book includes material on positive psychology, including a Gallup online access code that allows students to take the StrengthsFinder assessment; this book and facilitator guide is helpful for those educators implementing a leadership development program
- Virtues in Action character strength assessment (Seligman)

Models Discussed

- MSL (*Dugan, Kodama, Correia, and Associates, 2013*)
- Leadership Identity Development (LID) Model (*Komives, Owen, Longerbeam, Mainella, & Osteen, 2005*)
- Relational Leadership Model (*Komives, S, Lucas, N., & McMahon, T. 1998*)
- Social Change Model of Leadership Development (*Komives, Wagner, HERI, 1996*)

Chapter 8: Adventure Leadership and Experiential Education

Elizabeth A Speelman, Mark Wagstaff

Chapter Overview

- Provide a general overview in adventure education and its connection to student leadership pedagogy.
- Detailing how adventure education blends with the high-impact practices in student leadership development.
- Provides a connection of student development through adventure education and the LID model.
- Provides context of the Kolb Experiential Learning Cycle.

Topics of Conversation

- Understanding the theories that are the foundation of Adventure based leadership.
- The importance of well-trained facilitators.
 - "A well trained facilitator is experienced not only in the theoretical aspects of individual and group development but also in making ongoing assessments of the group throughout the experience."
- The use of High Impact Practices to create intentional adventure leadership programs; specifically the relationship of the high impact practice of involvement in off-campus activities to those that participate in adventure education programs.
- Discussion of the Kolb Experiential Learning Cycle and what that looks like for a program.

Key concepts

(Definitions/understanding of)

- **Peer Leader:** A student leader that goes through an intensive training regimen facilitated by full-time staff and peer trainers to develop the technical competencies and leadership skills necessary to lead.
- **Adventure Education/Experiential Education:** Used to describe outdoor adventure-based programs within traditional academic and recreational student service offerings.
- **Facilitator:** The leader within the leadership experience that facilitates discussion and creates an atmosphere to open sharing.

- **Student Centered Approach:** An approach to learning that is facilitated by a leader but the participants ultimately construct meaning from the experience.
- **Full Value Contract (FVC):** Agreements made between group members that articulate expectations around acceptable individual and group behavior (Schoel & Maizell, 2002)
- **Challenge by Choice (CBC):** Empowers students to make decision regarding their level of participation (Schoel, Prouty & Radcliffe, 1988)
- **Debrief:** A time of reflection through structured discussion led by the facilitator.
- **SAFE Programs:** An acronym to describe how a program is structured. Sequenced, Active, Focused and Explicit
- **High Impact Practices (HIP):** Practices that have been found to yield the greatest impact on building leadership capacity.
- **Experiential Learning Cycle:** A learning cycle that consists of four components: concrete experience, reflection, generalization and application.

Practical Examples

- Follow the Kolb Experiential Learning Cycle during training sessions
 - concrete experience, reflection, generalization and application
- Facilitator Training
 - Structured and intentional training for leaders within a program
- Debrief activities
- Implement Personal Sharing and Reflection after a training session

Resources

- LID Model (Komives, et al., 2006)
- MSL report (Dugan et al., 2013)
- Adventure Leadership Institute
www.recsports.oregonstate.edu/ali/what-is-ali
- Kolb's Learning Theory (Kolb, 1984)
- Modern Experiential Education (Breunig, 2008)
- Frank (2004) Journey towards the caring classroom
- Luckner & Nadler (1997) Processing the experience: Strategies to enhance and generalize learning.

Models Discussed

Leadership Identity Model (LID) [Komives, Longerveam, Owen, Mainella & Osteen, 2006]

Provides a stage leadership development model for college students that can be applied to collegiate recreation student staff, volunteers, participants, and varsity student-athletes.

Kolb's Experiential Learning Cycle [David Kolb, 1984]

- Provides a framework of learning that includes
 - o Concrete Experience
 - o Reflection Observation
 - o Abstract Conceptualization
 - o Active Experimentation

Chapter 9: Leadership Assessment in Collegiate Recreation and Athletics

Sarah E. Hardin

Chapter Overview

- This chapter provides the reader with literature and resources for conducting leadership assessment in collegiate recreation and athletics. Current practices and strategies are shared

Topics of Conversation

- Competency based approaches to student leadership development: Student Leadership Practices Inventory; A competency Guide for College Student Leaders.
- Process oriented approaches to student leadership development: Leadership Attitudes and Beliefs Scale III (LABS-III); Socially Responsible Leadership Scale (SLRS).

Key concepts

(Definitions/understanding of)

- The key component and message of this chapter is the importance to create a foundation of assessment that is grounded in student development theory. This will then provide documentation of student learning and development through the leadership opportunities provided to students within the context of Collegiate Recreation and Athletics.

Practical Examples

- **Socially Responsible Leadership Scale (SRLS):** an instrument composed of eight separate scales, each of which measure one of the key values of leadership.
- **Student Leadership Practices Inventory (Student LPI):** behaviors that are common to successful leaders are categorized into five leadership practices (Posner, 2004)

Resources

- Kouzes & Pozner (1998) Student leadership practices inventory.
- NACA (2009) Competency guide for college student leaders - Facilitators version

Models Discussed

Leadership Process Theory (Allen, Stelzner and Wielkewicz, 1998)

Key Concepts and Terminology

Adventure Education/Experiential Education: Used to describe outdoor adventure-based programs within traditional academic and recreational student service offerings. (Kolb, 1984)

Balance of Challenge and Support (Sanford, 1966): students must be prepared and in a state of readiness before challenge is introduced.

Challenge by Choice (CBC): Empowers students to make decision regarding their level of participation (Schoel, Prouty & Radcliffe, 1988)

Chickering and Reisser Seven Vectors: developing competence, managing emotions, moving through autonomy toward interdependence, establishing identity, developing purpose, and developing integrity, developing mature interpersonal relationships

Community Service: The ability to engage in community service in order to enhance leadership qualities while also developing stronger personal opinions on social issues; the key to effective community service learning is the ability to reflect on the experience after completion

Debrief: A time of reflection through structured discussion led by the facilitator.

Experiential Learning Cycle: A learning cycle that consists of four components: concrete experience, reflection, generalization and application.

Exploration/Engagement: Immersion in a breadth of group experiences. Students begin to have experiences as a member of a group (elementary or middle school).

Facilitator: The leader within the leadership experience that facilitates discussion and creates an atmosphere to open sharing.

Five Variables of Student Employment: (Chickering et al., 1996):

- Ego Development
- Motive for Work
- Type of Work Setting
- Job Characteristics
- Employer (Supervisor Role)

Follower: A participant in the leadership process.

Full Value Contract (FVC): Agreements made between group members that articulate expectations around acceptable individual and group behavior (Schoel & Maizell, 2002)

Generativity: Concern about the sustainability of the group and seeks to develop others. Students broaden their focus from the current activities of the group to the long-term condition of the group.

Group Values

- **Collaboration:** Working with others in a common effort. It constitutes the cornerstone value of the group leadership effort because it empowers self and others through trust.
- **Common Purpose:** Working with shared aims and values. It facilitates the group's ability to engage in collective analysis of the issues at hand and the task to be undertaken.
- **Controversy with Civility:** Recognizes two fundamental realities of any creative group effort: that differences in viewpoint are inevitable, and that such difference must be aired openly but with civility.

High Impact Practices (HIP): Practices that have been found to yield the greatest impact on building leadership capacity

Incidental Learning: Learning from mistakes and by doing.

Informal Learning: Dialogue with peers (students on the same level of employment), student supervisors, and professional staff supervisors. Performance management through evaluations, informal conversations, coaching sessions; and teachable moments with supervisors.

Integration/Synthesis: Leadership capacity is an internalized part of oneself and part of the perspective on brings to all situations. Students claim a leader identity and are confident they contribute as a leader regardless of their role in the group.

Individual Values

- **Consciousness of self:** Awareness of the beliefs, values, attitudes, and emotions that motivate one to take action.
- **Congruence:** Thinking, feeling, and behaving with consistency, genuineness, authenticity, and honesty.
- **Commitment:** Motivational energy to serve and that drives the collective effort. Commitment implies passion, intensity, and duration.

Kohlberg's Theory: Theory of moral development describes three phases of moral development that move from preconventional reasoning to postconventional reasoning.

Leader: Anyone who actively engages with other to make positive change (Komives et al., 2013)

Leader Identified: Positional leadership does leadership whereas others do followership. The focus of leadership is on a person in a formal position. Everyone else is a follower.

Leadership Behaviors: The actual enactment of leadership; functional manifestation

Leadership Capacity: The knowledge, attitudes, and skills that comprise one's ability to lead successfully

Leadership Differentiated: Leadership comes from all around in an organization. Understanding that people in groups are interdependent on each other and that leadership is a group process.

Leadership Identity Development (LID) Model

(Komives, Owen, Longerbeam, Mainella, & Osteen, 2005): Provides a stage leadership development model for college students that can be applied to collegiate recreation student staff, volunteers, participants, and varsity student-athletes. Stages of the model are awareness, exploration/engagement, leader identified, leadership differentiated, generativity, integration/synthesis.

Leadership Self-Efficacy: One's internal belief (confidence) regarding the likelihood they will be successful when attempting to lead.

Perry's Scheme: Scheme of intellectual development outlines nine schemas that describe how individuals make meaning that move from black and white, right and wrong thinking, to becoming comfortable with multiple realities and ultimately using evidence to weigh multiple arguments as better than or worse than.

Positional Leader: Leadership that is labeled by a title.

Membership in Off-Campus Organizations: Gives students the opportunity to apply leadership learning in real world environments (Defined in the MSL report as engaged membership in community-based or work organizations unaffiliated with the college or university).

Mentoring Relationships: Strong, organic, and influential mentorship opportunities affect individuals differently; these opportunities have to be specific and intentional to the individual in order for a positive affect and gains leadership capacity

Multi-Institutional Study of Leadership (MSL): The MSL is an instrument based on the Socially Responsible Leadership Scale measuring the Social Change Model of Leadership that was developed by John Dugan in 2006. The MSL now assesses a broader range of leadership and college outcomes and the experiences that influence them. To date, data has been collected from over 250 colleges and universities in Canada, Jamaica, Mexico, and the United States.

NCAA Student-Athlete Leadership Forum: A program focused on helping student athletes in communication, assess behavioral and communication styles, gain appreciation for diversity and clarify their values (NCAA, n.d.)

Peer Leader: A student leader that goes through an intensive training regimen facilitated by full-time staff and peer trainers to develop the technical competencies and leadership skills necessary to lead.

Positive Psychology: A focus on individual fulfillment, what makes life worth living, and the discovery of why some people and communities have an increased capacity to thrive (Gable & Haidt); at the individual level, it is about positive individual traits – the capacity for love and vocation, courage, interpersonal skill, aesthetic sensibility, perseverance, forgiveness, originality, future mindedness, spirituality, high talent, and wisdom (Seligman & Csikszentmihalyi).

Relational Leadership Model: Defines leadership as a relational and ethical process comprised of people attempting to accomplish positive change together.

Emphasize the elements of being purposeful, inclusive, empowering, ethical, and process-oriented (5 basic elements of the model).

Focus placed on values and relationships (that emerge from this value-driven approach to leadership).

Resilience: The characteristics that enable one to persist in the midst of adversity and positively cope with stress.

Role Engulfment: over identification with athletic roles and responsibilities at the expense of adequate identification with academic roles and responsibilities.

SAFE Programs: An acronym to describe how a program is structured. Sequenced, Active, Focused and Explicit.

Schlossberg's Theory: Anticipated transitions, unanticipated transitions, and non-events. Three phases, moving in, moving through, and moving out. 4 S strategy of coping with the difficulties of transition through dimensions of self, situation, strategies, and supports.

Skill Development: Includes people skills, transferrable skills and work place skills.

Social Change Model: This model is used to describe the values that are necessary for leaders to develop as an individual, within a group, or as part of a community.

The SCM approaches leadership as a purposeful collaborative, valued based process that results in positive social change.

Advocate for social responsibility and common good

Comprised of 7 core values, with the final result being that of change (the 8th C of the SCM)

Sociocultural Conversations with Peers: Formal and informal dialogues with peers about differences (i.e., topics which elicit a wide range of perspectives) as well as interactions across differences (e.g., with people who have different backgrounds and beliefs than oneself)

The Model was built upon the following assumptions:

- Leadership is socially responsible; it impacts change on behalf of others.
- Leadership is collaborative.
- Leadership is a process, not a position.
- Leadership is inclusive and accessible to all people.
- Leadership is values-based.
- Community involvement/service is a powerful vehicle for leadership.

Student Centered Approach: An approach to learning that is facilitated by a leader but the participants ultimately construct meaning from the experience.

Student Development

- **Psychosocial:** capacity to define oneself in a positive healthy way, communicate and work effectively with others, and make commitments and express values that reflect one's identity
- **Cognitive:** focuses on how individuals make meaning of their experiences. How people perceive, organize, and evaluate experiences and events that happen in their lives.

Strengths based development involves 3 stages:

- Identification of talent
- Integration into one's self-image
- Behavioral change

Student Leadership Challenge: Encourages individuals to think about how to incorporate the below five practices in their leadership experiences.

- Challenge the process
- Inspire a shared vision
- Model the way
- Enable others to act
- Encourage the heart

Work Environment: Learning takes place when a work environment is fun, the student can work autonomously student development was stressed, and teamwork was emphasized. (McFadden, Skaggs and Janoski, 2013).

Departmental Guide of Self Study for the NDSL Student Leadership Development through Recreation and Athletics sourcebook

As you read the “New Directions for Student Leadership” sourcebook, the departmental self-study is designed as a self-reflective tool to assess where your department is in relation to student leadership development. Each person should be able to see application of the leadership content to his or her respective area, as well as globally within your overall department and university.

It is hoped that by reading the chapters in “New Directions for Student Leadership,” answering the following questions on each chapter, and engaging in conversations about the chapters, that you will be able to create a culture of student leadership development in your department and at your institution that is intentional and measurable. When answering the yes or no questions, provide an explanation of how or why you are answering in this way.

Chapter Self-Study Guide

Area/Departmental Student Leadership Development Programs

- *What is currently taking place within your area/department that is considered student leadership development?*
- *Write down each program you deliver that is intentionally improving leadership capacity in your students.*
- *Do your practices have a foundation in a specific theory or model? If yes, which one. If no, this outline will help you determine which model may be more applicable to your leadership-based programs.*
- *How do you currently assess the effectiveness of your leadership-based programs? (surveys, reflections, focus groups, etc.)*

Title of Chapter Reviewing: _____

Chapter Overview

- Briefly outline your takeaways from this chapter

Student Leadership Development Models Discussed

- Which models and theories were discussed in this chapter?
- How do the models relate to the student leadership programs you are currently providing within your department?
- From your above list of student leadership development programs, do any of them fit into the model discussed in this chapter?
- How will you assess student learning within your leadership program? (i.e. 1:1 feedback/evaluation, surveys, etc.)

Key Concepts and Terminology

- Write down any key concepts you want to remember within this chapter.
- Is there terminology you were not familiar with or that you want to make sure you begin using?
- How can you use the key concepts in the future to be more intentional in the development and delivery of student leadership development in your department?

Brainstorming Topics

- How are the student leadership development programs being delivered in your department?
 - Is there a foundation that each staff member follows?
 - Is there a progression for students to follow regarding leadership competencies?
 - How do you determine when a student has met each competency level?
 - Do each of your areas create their own version of student leadership development?
 - Is there an area of concern within your department?
Examples could be: Consistent messaging, understanding purpose, following policy and procedure, etc.
- List the student leadership programs that can be combined within the department? If there are not any, what could be created.
- Are there student leadership programs already occurring on your campus that should be modeled within your department?
- Are there foundational programs you want delivered to all of the students and others that are specific to an area within the department?
- Are there programs that are specific to different levels of staff (i.e. assistants, instructors, managers, etc.)
- Do the student leadership programs that are currently in place align with the university vision, mission and values?
- Is there a leadership theory that your University or Division aligns with for student leadership development on campus?
- Are there professional staff within your Division of Student Affairs that could provide more in-depth workshops on leadership theories for your departmental staff who do not have a background in student affairs?
- Who will be responsible for the development, delivery and assessment of the leadership program? (i.e. student development committee, pro staff, graduate assistant, etc.)

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