



New Directions: Student Leadership Development through Recreation and Athletics



Stacey Hall, Ph.D.

Director of Campus Recreation, University of New Hampshire

Cara W. McFadden, Ph. D.

Assistant Professor, Elon University

@NASPAtweets



#NASPA16



NEW DIRECTIONS FOR STUDENT LEADERSHIP

New Volume Released

*Student Leadership Development
through Recreation and Athletics* Fall, 2015—Jossey-Bass



Co-Editors: Donald A. Stenta & Cara W. McFadden

Chapter Authors: Ashley R. Baker, Amy C. Barnes, Julia Wallace Carr, Joy Gaston Gayles, Anthony Grant, Stacey L. Hall, Sarah E. Hardin, James Larcus, Cara W. McFadden, Gordon M. Nesbitt, Kathleen Simet, Elizabeth A. Speelman, Donald A. Stenta, Mark Wagstaff, Anthony Weaver

@NASPAtweets



#NASPA16





*Leaders in Collegiate
Recreation*



NASPA

@NASPAtweets



#NASPA16



NIRSA Value Commissions

- Equity, Diversity, and Inclusion
- Global Perspectives
- Health & Wellness
- Leadership
- Professional Registry
- Sustainable Communities



@NASPAtweets



#NASPA16



NIRSA Leadership Commission

- Leadership theory exploration
- Commission transition
- Translating theory to practice



@NASPAtweets

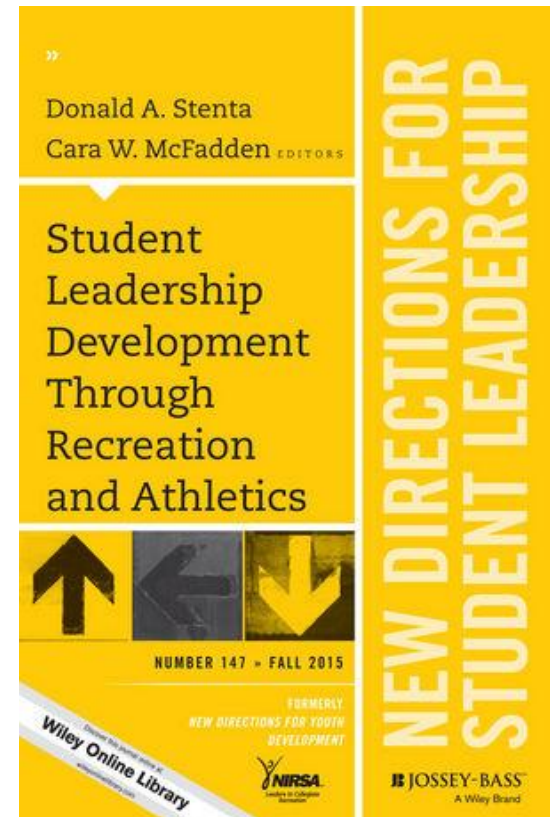


#NASPA16

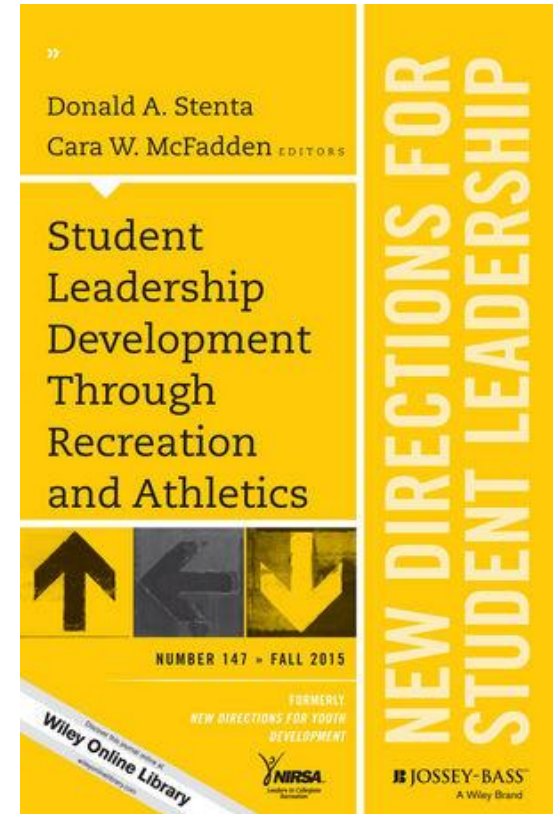


New Directions in Student Leadership

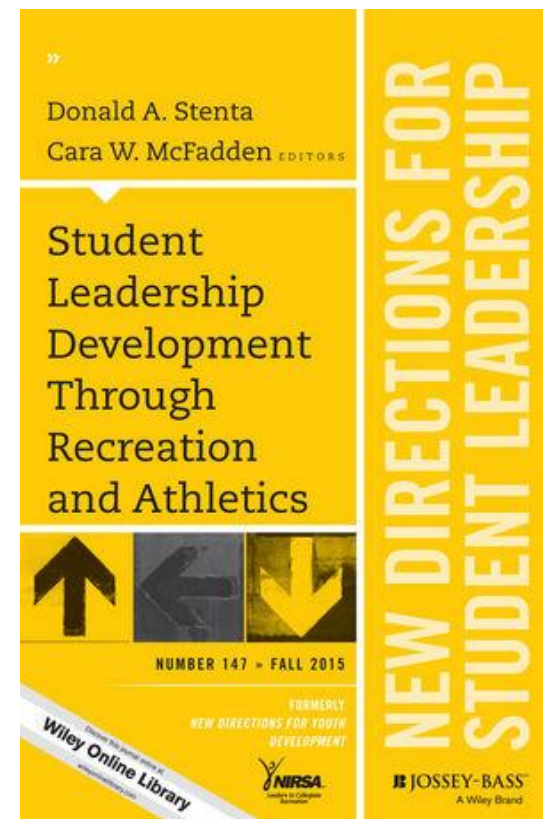
- Issue #3: Student Leadership Development through Recreation and Athletics
- Editors:
Don Stenta, Ohio State University
Cara McFadden, Elon University



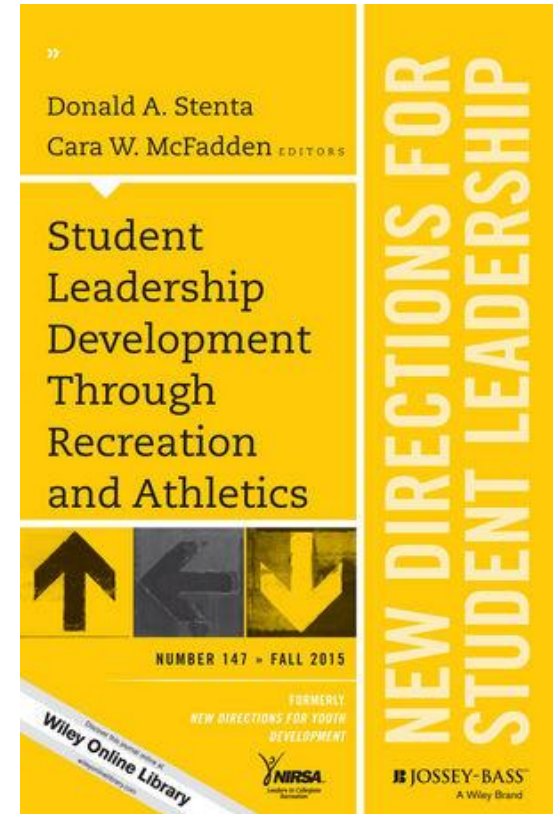
- **Chapter 1** – Connecting Collegiate Recreation and Athletics to Leadership
(Cara McFadden & Don Stenta)
- **Chapter 2** – Applying the Multi-institutional Study of Leadership Findings to Collegiate Recreation and Athletics
(Gordon Nesbitt & Anthony Grant)



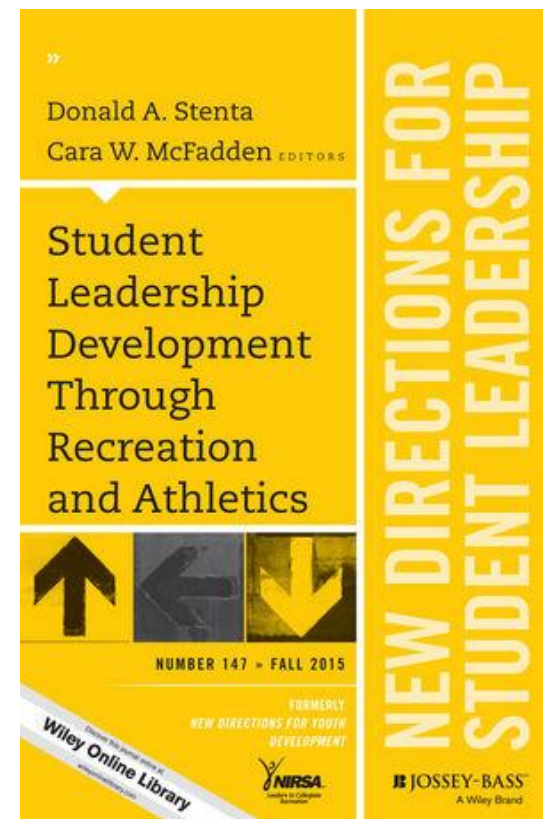
- **Chapter 3** – Linking the LID Model to Collegiate Recreation and Athletics
(Stacey Hall)
- **Chapter 4** – Opportunities and Challenges for First-Year Student-Athletes Transitioning from High School to College
(Joy Gaston Gayles & Ashley Baker)



- **Chapter 5** – Intercollegiate Athlete as Student Leader
(Anthony Weaver & Kathleen Simet)
- **Chapter 6** – Collegiate Recreation Student Employee as Student Leader
(Cara McFadden & Julie Wallace Carr)

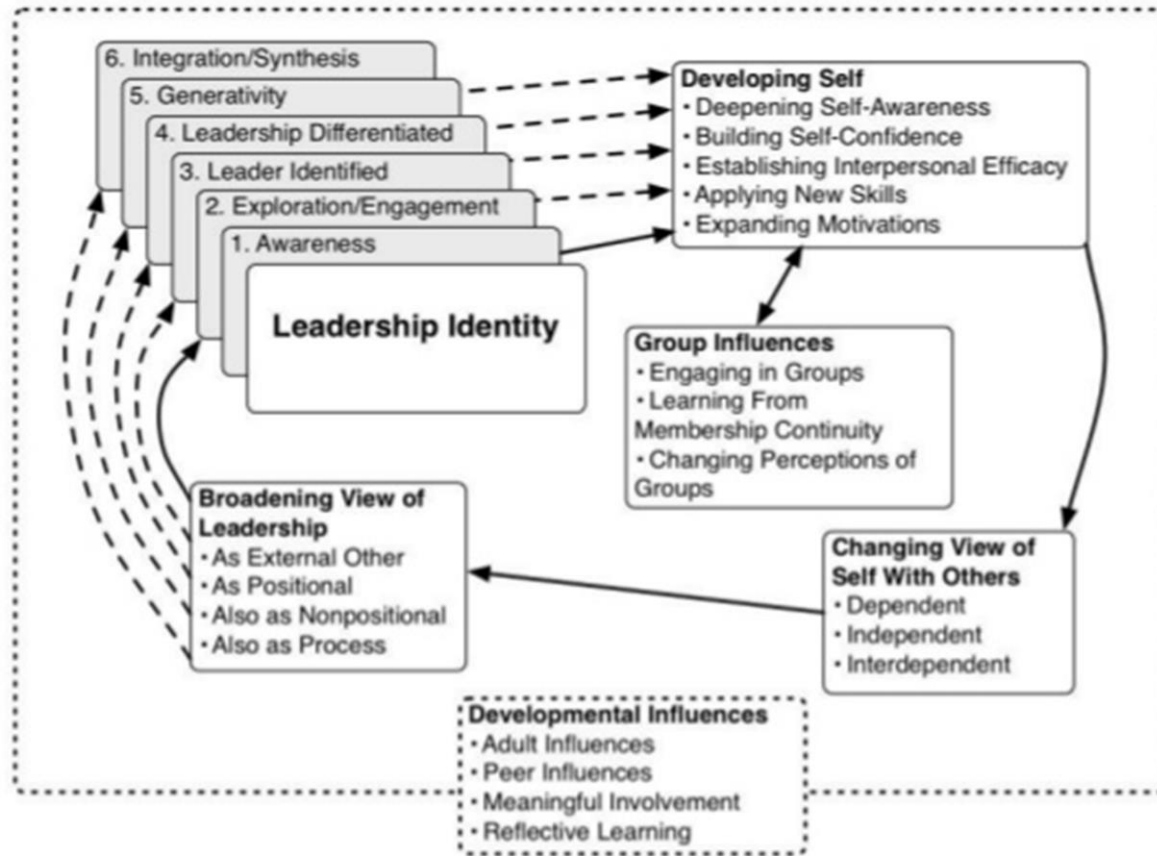


- **Chapter 7** – Positive Psychology as a Framework for Leadership Development in Recreation and Sport
(Amy Barnes & James Larcus)
- **Chapter 8** – Adventure Leadership and Experiential Education
(Liz Speelman & Mark Wagstaff)
- **Chapter 9** – Leadership Assessment in Collegiate Recreation and Athletics
(Sarah Hardin)



Theory to Practice Example #1

Leadership Identity Development Cycle



Theory to Practice Example #1

Linking the Leadership Identity Development Model to Collegiate Recreation and Athletics

(Chapter 3)

- Importance of Reflection
- Impact of Mentoring Relationships



@NASPAtweets



#NASPA16



Theory to Practice Example #2

Collegiate Recreation Student Employee as Leader (Chapter 6)

Collegiate recreation student employee opportunities are found in such areas as facilities, intramurals, aquatics, fitness, and outdoor adventure. Recreation is one of the largest providers of student employment opportunities across the country with an important role in student employee leadership development.



@NASPAtweets



#NASPA16





learning takes place when the workplace is fun, the student can work autonomously, student development is stressed and teamwork is emphasized

(Marsick & Watkins, 1990, Wallace Carr, 2005)



**Informal Learning
Skill Development
Work Environment**

Learning Experiences in Collegiate Recreation





Student-learning styles

Student development

Types of work experience....

*are imperative in creating intentional experiences
to develop students' leadership capacity*

Understanding



NASPA®

@NASPAtweets



#NASPA16





Job Analysis

“Intentionality”



Classifications

- Assistants:** Entry level, no previous training required:
8-12 hours per week
- Specialists:** Requires previous training, experience or certification:
10-14 hours per week
- Managers:** Leadership of assistants required, perform management tasks: 10-14 hours per week
- Supervisors:** Part of organizations leadership team, oversees entire facility: 14-16 hours per week



**Pre
Performance**

PRE-TRAINING

Articulates

- Job Description
- Basic Expectations

**Basic
Training**

**UP TO 1ST
EVALUATION OR
3 MONTHS**

Attended Training

Articulates:

- UREC Mission
- Service Ethic
- Basic Policy & Procedure
- Demonstrates Expectations
- Greets Participants
- Adheres to Policy & Procedure

**Basic
Performer**

**END OF 1ST YEAR
OR 2 SEMESTERS**

Meets Expectations:

- Knowledge & Skills
- Motivation
- Seeks Out Participants Needs - Ability to Meet Needs
- Intermittent Tasks

**Blue
Chipper**

1+ YEARS

Exceeds Expectations

- Asking for More
- Initiate & Lead Special Projects
- Creative Problem Solver
- Seeks Additional Knowledge & Skills
- Role Model
- Staff Trainer
- Works Independently
- Strives to Exceed Participant Expectations
- Manager Level Ops Sup Candidate

**Shining
Star**

1+ YEARS

Above & Beyond:

- Knowledge & Skills
- Motivation
- Basic Supervisory Skills
- Seeks Responsibility
- Ability to Lead & Supervise Day to Day Policy & Procedure
- Demonstrates All Phases of Service Ethic
- Ops Sup Level
- GA Candidate

@NASPAtweets



#NASPA16



QUESTIONS

Stacey Hall, Ph.D.

**Director of Campus Recreation,
University of New Hampshire**

Stacey.Hall@unh.edu

Cara W. McFadden, Ph. D.

Assistant Professor, Elon University

cmcfadden@elon.edu

@NASPAtweets



#NASPA16





SAVE THE
DATE

March 11-15,
2017