New Directions: Student Leadership Development through Recreation and Athletics

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NIRSA Value Commissions

• Equity, Diversity, and Inclusion
• Global Perspectives
• Health & Wellness
• Leadership
• Professional Registry
• Sustainable Communities
NIRSA Leadership Commission

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

- Developing Self
  - Deepening Self-Awareness
  - Building Self-Confidence
  - Establishing Interpersonal Efficacy
  - Applying New Skills
  - Expanding Motivations

- Group Influences
  - Engaging in Groups
  - Learning From Membership Continuity
  - Changing Perceptions of Groups

- Broadening View of Leadership
  - As External Other
  - As Positional
  - Also as Nonpositional
  - Also as Process

- Changing View of Self With Others
  - Dependent
  - Independent
  - Interdependent

- Developmental Influences
  - Adult Influences
  - Peer Influences
  - Meaningful Involvement
  - Reflective Learning

1. Awareness
2. Exploration/Engagement
3. Leader Identified
4. Leadership Differentiated
5. Generativity
6. Integration/Synthesis
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
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.
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**
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-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
QUESTIONS

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SAVE THE DATE
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