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AND RECREATIONAL ATHLETICS

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## Collegiate Recreational Sports and Student Leadership Development

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National Intramural-Recreational Sports Association

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The purpose of this article is to provide insight and perspective regarding the value of collegiate recreational sports to student leadership development. Perhaps the best place to begin is to ask a few questions in order to frame a meaningful discussion. How is student leadership viewed and valued by collegiate recreational sports professionals? What foundational principles of student leadership development might be inherent in collegiate recreational sports? What paradigm might higher education professionals involved with collegiate recreational sports see as a shared view of leadership?

Without a doubt, student leadership development within the higher education specialization of collegiate recreational sports demands intention and conscious effort from professionals. This active engagement facilitates student learning and development, guides students onto paths of integrity, and ensures the highest standard of care and risk management. Without active

*"A university's institutional mission, policies, and procedures in-and-of themselves do not constitute or assure learning outside the classroom, nor do they guarantee the learning of life skills and life lessons through recreational sports and other leisure pursuits."*

engagement, college students must find their own way, at times with success, but not always. A university's institutional mission, policies, and procedures in-and-of themselves do not constitute or assure learning outside the classroom, nor do they guarantee the learning of life skills and life lessons through recreational sports and other leisure pursuits.

### *Foundational Principles of Collegiate Recreational Sports*

The theoretical foundations of leisure, recreation, play, sport, intramurals, fitness, wellness, and outdoor adventure education form the multidisciplinary profession of collegiate recreational sports (Franklin & Hardin, 2008). These theoretical foundations presuppose the importance of attitudes, values, and action on

student learning and development. Basic tenets or foundational principles of collegiate recreational sports

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# Connections From The Director

By Craig Slack

With the sound of Fall sports echoing throughout the campus, this issue of *Concepts & Connections* seems very timely as we examine the impact that the relationship between students and sports has on one's leadership development. There seems to be limited research on the leadership development of students in the collegiate athletic setting. The intramural sports context has emerged as a fertile ground for the rich peer and coach interaction that has the capacity to ignite student development (Astin, 1993). Clearly, intercollegiate athletics provide similar opportunities that need to be studied further.

We are excited to offer you Kent Blumenthal's piece on collegiate recreational sports and student leadership development. Given that student participation in recreational sport programs seems to be a top draw to entice students away from their tweets, Facebook chats, and reality television, it makes sense to focus our leadership development efforts within the rec sports domain. With limited attention being paid to the integration of sports as a formal part of general leadership programs, it is fantastic to be able to showcase the work of Jess Manno and Julie Sterrett at Lehigh University.

The evolution of the Athletics Leadership Development Program provides us with a case to study and learn from as we explore the topic of leadership in sports. The positive impact of the relationship between sports captains and peer athletes has

been documented and can clearly influence one's leadership development. Kendra Jackson illuminates in her *Learning by Design* piece the dynamic relationship students face in the chaos of sports – both in the boardroom for organizational meetings and on the gridiron of the playing field. *The Leadership Pill* provides Lucy Croft the opportunity to bring her unique perspective to the meaning of Ken Blanchard and Marc Muchnick's provocative story of two companies competing in the "Whitewater" of customer and employee relationships and the evolution of trust and competence. Susan Komives and Shandol Hoover offer you a contemporary view of the scholarship and research landscape, challenging and informing our thinking about sports and leadership development.

We hope you enjoy this edition of *Concepts & Connections* as it advances your thinking and provides you with a new paradigm through which you can advance in your leadership education work.



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## Collegiate Recreational Sports and Student Leadership Development

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programs, gleaned from a primary review of literature (NIRSA, 2008; Mull, Bayless & Jamieson, 2005; Shields & Bredemeier, 1995), including a sampling of articles from the *Recreational Sports Journal* (Dalgarn, 2001; Haines & Fortman, 2008; Lewis, Barcelona & Jones, 2001), characterize and create a unique and safe learning environment for students within campus recreation facilities. Foundational principles inherent within these learning environments include **quality of life** (balanced lifestyle, wellness, fitness, and life satisfaction), **community** (friendship, socialization, inclusion, and common goals), **experiential learning** (compassion, sportsmanship, fairness, integrity, teamwork, team leadership), and **student engagement and involvement** (participation, character development, personal awareness, and physical activity). Astin's (1999) theory of student involvement also provides strong theoretical support as to the efficacy of campus recreation programs and their learning environments. One of his postulates concludes, "the amount of student learning and personal development associated with any educational program is directly proportional to the quality and quantity of student involvement in that program" (Astin, 1999, p. 519).

### *Alignment of Collegiate Recreational Sports with Student Affairs*

Following a trend established in the 1990s, 75% of all collegiate recreational sports programs and facilities are now located within student affairs offices (Haines, 2007). Aligning the theoretical foundations of collegiate recreational sports, with a focus on student learning and development inherent in the mission of student affairs as well as in collegiate recreational sports, creates significant opportunities for collaboration and recognizes the vital contribution which collegiate recreational sports programs and facilities make to higher education and the students they serve. A recent article entitled,

"Collegiate Recreational Sports: Pivotal Players in Student Success," published in the *Journal of the Society of College and University Planning* (Blumenthal, 2009), discusses the evolution of collegiate recreational sports and campus recreation in student life including the value and benefits of participation in programs and services, the phenomenal growth and expansion of campus recreation facilities, and the significant impact these programs and services have on student success. The article also emphasizes, "the organizational alignment of recreational sports programs with student affairs incorporates student learning and development into the administrative structure of recreational sports, further enhancing the overall educational experience" (Blumenthal, 2009, p. 54-55).

Through implementation of a student learning and development approach, collegiate recreational sports programs and the multi-million dollar facilities in which they are housed provide a unique and specialized environment for infusing the perspective of learning suggested by student affairs professionals. The publication of *Learning Reconsidered: A Campus Wide Focus on the Student Experience* (National Association of Student Personnel Administrators, 2004) suggests, "learning is a complex, holistic, multi-centric activity that occurs throughout and across the college experience" (p.5).

Consistent with the evolution of collegiate recreational sports, the student affairs profession has evolved over the past century, too, and despite its growth in scope and complexity, "its moral focus, its ethical center, continues to be on students and the values associated with their welfare, learning, and development" (Dalton, Crosby, Valente, & Eberhardt, 2009, p. 179).

## Research on the Benefits of Collegiate Recreational Sports

Research in collegiate recreational sports is in an emergent state and building research capacity is imperative in demonstrating the benefits of collegiate recreational sports participation on student learning and development (Haines & Farrell, 2006; Haines & Fortman, 2007). Prior to 2002, the majority of research studies conducted within the collegiate recreational sports profession "focused on participant's personality characteristics, college satisfaction, scholastic achievement, attrition rates and recruitment" (NIRSA, 2004, p. 20).

*The Value of Recreational Sports in Higher Education* presents data from the 2002 Kerr & Downs Research Report

(commissioned by the National Intramural-Recreational Sports Association), and is the most comprehensive attempt to date to investigate and publish findings on the impact of participation in recreational sports programs and activities. The NIRSA 2002 study found that "participation in recreational sports programs and activities is a key determinant of college satisfaction, success, recruitment, and retention" (p. 5). Students involved in the study agreed that participation in recreational sports programs resulted in a wide range of benefits including the following:

- 1.. improves emotional well-being
- 2.. reduces stress
3. improves happiness and self-confidence
- 4.. builds character
- 5.. makes students feel like part of the college community
- 6.. improves interaction with diverse sets of people

*"There exists a dichotomy within student leadership development in collegiate recreational sports. That is, students may be participants and employees."*

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## Collegiate Recreational Sports and Student Leadership Development

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- 7.. is an important part of the learning experience
- 8.. teaches team building skills
- 9.. aids in time management
10. improves leadership skills (p. 18).

### **Work-Leisure Dichotomy of Student Leadership Development in Collegiate Recreational Sports**

There exists a dichotomy within student leadership development in collegiate recreational sports. That is, students may be participants and employees. If we follow these two paths, student leadership development may seem more overt in the workplace and subtler with regard to students participating in recreational sports programs and services. However, in both instances, student leadership development is unlikely to happen without intention, mentoring, advising, training, intervention, and counseling. Student leadership development in collegiate recreational sports takes interaction and conscious effort. If these methods of intervention are absent, students (employees or participants) will be left on their own – to their own devices. Student development may occur independent of outside influence (meaning that students may mature), and student leaders may emerge (for instance, an elected officer of a sport club), but a student may not necessarily develop well-honed leadership skills without proper intention and intervention.

Collegiate recreational sports professionals are entrusted with the care and well-being of students. The very skills, knowledge, and experience that they bring to campus leadership positions that support student life ought to be applied to student leadership development, as well. In short, if students know better it is likely that they will act better, and it is a responsibility of higher education professionals, including those employed in collegiate recreational sports, to see that this happens.

## **Leadership Development – Student Employees**

There are many options for student employment within collegiate recreational sports. In fact, most campus recreation centers depend greatly on student workers to deliver services, and at many schools, collegiate recreational sports programs employ more students than any other campus department. Depending on the campus recreation facility, student staff positions include front desk reception, equipment checkout, lifeguard, intramural official, fitness instructor, climbing wall instructor, outdoor guide, sport safety staff, membership services, and retail cashier. Many student staff positions have job responsibilities of supervision, scheduling, staff training, and evaluation. Graduate assistantships are also available within collegiate recreational sports for students majoring in several academic fields (e.g., Recreation Administration, Sports Management, Exercise Science, and Student Personnel Administration).

Examples of recent studies report promising findings regarding some specific elements of student leadership development and student employment in recreational sports. These include a study which found a positive connection between student employment and academic success (Hackett, 2007); a study whereby students trained as intramural officials reported improvements in communication skills, self-confidence, self-reliance, teamwork, how to handle difficult situations, decision-making, leadership, and self-control (Schuh, 1999); and a study which found a relationship between length of student employment with level of commitment and a stronger connection to the university (Turner, Jordan & DuBord, 2005).

On some university campuses, students serving as intramural officials have expanded their role to include external officiating beyond the campus, into the larger community. A recent article (Faircloth & Cooper, 2007) highlighted this unique opportunity and illustrated how students involved with this type of experiential learning within collegiate recreational sports programs gained

experience in “professional development, community engagement, mentor relationships, and positive institutional image” (p. 44). External officiating beyond the campus also provides students with avenues for additional personal income generation.

### **Student Involvement in Club Sports and Intramural Sports**

Leadership development opportunities occur for students involved in organizing and running sport clubs and intramural sports. Hall-Yannessa and Forrester (2004) explored leadership development of club sport officers and found that students gained leadership skills directly from their experience. The top five leadership skills students reported are: 1) respecting the rights of others; 2) sensitivity toward diversity; 3) understanding consequences of actions; 4) relating well to opposite gender in a work-type situation; and 5) ability to identify personal values (Hall-Yannessa & Forrester, 2004, p. 13). Study findings also imply that with professional advising and training, students may further develop leadership skills in the areas of public speaking, delegating, constructive feedback, marketing, and stress management. Students involved in intramural sports, both in leadership roles within club sports as well as employment in campus recreation facilities, are often in positions in which they are required to supervise their peers.

Hall-Yannessa and Forrester (2005) engaged in additional research and found a “positive correlation between leadership-skills development and the amount of time [students] spent with the advisor” (p. 17). Students reported specific leadership skill development in the areas of creative problem-solving, meeting facilitation, managing organizational finances, setting goals, risk-taking, critical thinking skills, and communication.

### **Concluding Thoughts**

Knowledge about oneself and understanding oneself in the context of others comes from experiences and a readiness to learn. Gerald S. Fain (2008), a noted educator and scholar in health, recreation, leisure, and ethics, affirms that:

“When we are at leisure, our obligations to self are preeminent. Learning how to bring out the best in ourselves involves voluntary actions in which we learn what we most value and hope to become. What students do with their free time during their college years does matter” (p. 274).

Collegiate recreational sports professionals are committed to student learning, both inside and outside the classroom, and they are key players in student life. And to them, what students do with their free time during their college years does matter. When it comes to leadership development, collegiate recreational sports programs offer students a plethora of opportunities to enrich and enlighten their lives through participation and/or employment. Nonetheless, successful student leadership development in collegiate recreational sports has additional elements: intervention, mentoring, and training, to name a few. Absent this, students enrolled at their school of choice may obtain leadership skills that are also available at a school of hard knocks, though likely at a higher price. 🏠

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# Program Spotlight

## *A Need for Athletics Leadership Development*

By Jess Manno & Julie Sterrett, Lehigh University

Sports are being played in increasingly competitive environments and the pressure to excel is often measured by the win/loss column ("Leadership in Sports", 2006). Despite this pressure to win:

The mission of the NCAA is to maintain intercollegiate athletics as an integral part of the campus educational program and the student-athlete as an integral part of the student body. With this in mind, student-athlete development initiatives of NCAA member institutions, including leadership development programs, are getting a closer look to enhance the quality of the student-athlete experience within the context of higher education. (The National Collegiate Athletic Association, n.d.)

Meaningful dialogue about the value of developing the student-athlete holistically and the belief that success in athletics at Lehigh is the result of more than just talent alone highlighted a need for collaboration in delivering intentional leadership education.

### *Core Philosophy*

To guide programmatic offerings, a core philosophy reflecting congruence with leadership theories and "best practices" that meet the needs of our student-athletes, coaches, and teams was adopted. The primary philosophy of the Athletics Leadership Development Program is embedded in the Transformational Leadership Theory. This theory is put into practice by utilizing three models: the Social Change Model, the Relational Leadership Model, and the Leadership Challenge Model (Komives et al., 2007; Komives, Wagner, & Associates, 2009; Kouzes & Posner, 2007). The Janssen Team Captain's Leadership Model was utilized in conjunction with the Transformational Leadership Theory to provide an athletic context and credibility for the program curriculum (Janssen, 2003).

Drawing on essential concepts imbedded in the theories and models described above, the core philosophy of the Athletics Leadership Development Program at Lehigh contends that every individual has the opportunity to take ownership of the leadership process, guided by a vision and an authentic commitment to congruent values and actions, and that positive change is reflected through role modeling, teamwork, and intentional engagement with others to create and sustain a culture of positive leadership.

### *John A. Cable Center*

The John A. Cable Center for Athletics Leadership Development was created in 2008 through the vision and generosity of alumnus John A. Cable '45 as an extension of Lehigh University's Office of Student Leadership Development. The vision of the center is to foster and inspire a culture of leadership within the Lehigh athletics community in which enhanced self-awareness, an authentic commitment to team goals, and congruence between values and actions all invigorate and complement a championship athletic experience.

Among the most effective programming within the Cable Center is the Lehigh Athletics Leadership Academy, which is affiliated nationally with other universities through the Janssen Sports Leadership Center in North Carolina (Janssen, n.d.). The Leadership Academy is focused on two key groups of upper-class student-athletes:

### *Emerging Leaders*

The Emerging Leaders program is the first stage of the Lehigh Athletics Leadership Academy. Offered to sophomore and junior student-athletes identified by coaches and/or self-identified as having a strong interest in leadership development, this phase builds upon the leadership foundation established in the Lehigh P.R.I.D.E. program.

Student-athletes have the opportunity to expand their self-concept through reflection and evaluation of their abilities to lead by example and to lead vocally. The challenge to effectively lead oneself first (through com-

*"Formal leadership training helps to diminish the "preaching without the teaching" phenomenon that is common in sports."*

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mitment, composure, confidence and character) remains consistent with the notion that before a leader can show the way, he or she must model the way. Once credibility is established by effectively leading oneself, the focus can shift to relationships (through encouraging and enforcing teammates). Matt Cohen, a current senior football captain who completed the Emerging Leaders program in 2008 understands that "It is essential to communicate with others who you are not familiar with in a productive fashion in order to accomplish a goal. You must know when to be vocal and when to listen and when to lead by example."

### **Leadership Legacies**

The Leadership Legacies program is the second stage of the Lehigh Athletics Leadership Academy. Offered to coach-identified veteran team leaders and team captains, this phase focuses on application of core leadership skills and principles, exploring leadership challenges faced by team leaders in season. Additionally, Leadership Legacies participants have the opportunity to engage in 360 degree evaluation process, utilizing Jeff Janssen's Team Leadership Evaluation, providing student-athlete leaders with self, teammate and coach feedback as a guide for personalized leadership development plans.

Relational leadership is strongly emphasized in the Leadership Legacies program, as team captains and veteran team leaders work hard to maintain effective relationships with coaches and teammates and to highlight gaps in perception and communication between the two. Additionally, a strong emphasis on challenging the status quo encour-

*We also continue to work hard to create a common understanding of leadership within the athletics community to clarify that leadership can be learned and practiced and that effective leadership requires responsibility on the part of many, not just a captain.*

ages student-athlete leaders to creatively leave their mark on their teams for years to come.

Former captain of the women's soccer team, Hailey Coonrad described her experience with the program:

The leadership training I received in the Legacies Program was extremely valuable for all of my athletic related relationships. Being able to communicate and problem solve with other team captains was extremely worthwhile and beneficial. Our weekly coaches meeting also began to evolve and take shape throughout the season because the leadership program provided structure and direction for effective communication.

### **What We Have Learned**

The Cable Center programming has been well received by student-athletes and teams as they are being provided with direc-

tion in their assumption of leadership responsibility. Formal leadership training helps to diminish the "preaching without the teaching" phenomenon that is common in sports.

We have also learned that formal leadership development initiatives should complement the informal leadership training that coaches offer daily in their interactions with student-athletes. Partnerships with coaches are paramount to the success and effectiveness of any athletics leadership development program as they most regularly interact with and influence student-athlete leaders. Head Women's Basketball Coach, Sue Troyan reflects on the value of leadership within her program:

"At Lehigh, our competitive goal is to win championships. Having a talented team is obviously important to the success of any program, but championships are not won by talent alone. Championships are won by teams who have the ability to distinguish themselves by achieving at a higher standard than anyone else. Strong team leadership results in a culture that is committed to continually raising the bar and doing whatever it takes to reach it."

"Obstacles that we continue to face include the diminishing resource of time, as student-athletes are consistently challenged to balance academics, athletics and social responsibilities. We also continue to work hard to create a common understanding of leadership within the athletics community to clarify that leadership can be learned and practiced and that effective leadership requires responsibility on the part of many, not just a captain."

### **Inspired by a Vision**

By continuing to encourage our student-athletes, coaches, and teams to reflect upon the myriad of practi-

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cal leadership experiences they are privileged to have regularly through sport and by demonstrating the connections between those experiences and the core leadership principles that are being taught, we are confident that the courage and conviction to take leadership action will strengthen, not only providing our teams with a competitive advantage, but also positively influencing the development of the world's next generation of leaders. ■

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SUSAN R. KOMIVES, WENDY WAGNER, AND ASSOCIATES

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# Learning by Design

## *Intramural Sports' Captains and Participants, the Fleeting Moments for Leadership Development*

Kendra Jackson

Intramural sports programs face a growing challenge. Expansion of our programs and increasing numbers, make leadership trainings even more important and vital for us to create and provide the ideal atmosphere for athletics. Participation in recreational activities has been a growing part of higher education and plays an invaluable role in many students' experiences. Students are reporting that a large part of their satisfaction with the college experience is linked to the recreational activities and facilities. Intramural programming is a part of this puzzle.

With this growth, we see an increased need for leadership development and sportsmanship education that help our students identify and clarify their values. But how do we go about this given the fleeting moments we have to train and work with students on their values and leadership skills? Also, intramurals are something that they have chosen to do to exercise and play with friends and usually take a break from learning! Often they are not thinking about being a leader and working on their leadership skills. This makes the lessons even more precarious as students do not want to "waste" time going to trainings. They are busy, and they perceive other arenas to be the place to learn leadership, such as their classes, their leadership programs, or

*"Leadership Development Offices and Campus Recreation Services are natural partners who do not always work hand-in-hand, but can reach many different students who participate in programming and recreational activities."*

their student organizations. I would argue that they are experiencing moments of tough challenges to their leadership, character, and growth while being intramurals participants.

What are some of the old techniques that have been used to maintain our intramural programs? We have tried to ensure that everyone knows the rules, knows their responsibilities and understands the consequences of not following these. Captains' meetings have often been the source of dissemination of this information. These are mandated meetings in which all the captains of all the teams must come and listen to someone talk for about an hour. Another technique that has been used is sportsmanship rat-

ings at games. Every team at the end of their game is rated by the staff on-site for their behavior and sportsmanship throughout the game. This scale usually falls from outstanding to unacceptable. But this does not create conversation about what sportsmanship means for them and for their development.

Many captains see themselves as leaders but do not see themselves as leaders on the intramural field. This creates a dichotomy. I believe it is important for us to alter this perception. So as a program we are setting out to connect their leadership with their playing. Team sports have rich and diverse experiences allowing for

many traditional and non-traditional moments requiring strong leadership.

Given these conditions, what can we do as student affairs educators? Like our intramural program, I believe we have to offer many different opportunities for our students to succeed.

- Instead of holding a required captains' meeting where I believe captains often tune out the things we are telling them, we have captains' quizzes. These quizzes encourage them to learn their own resources and to think of their required duties in their role as a leader as less obtrusive and on their own time.
- With this in mind, we offer weblinks and tools to connect them to resources on their own time. The university offers services such as online resume help and leadership practices inventories to assist them in thinking about sports leadership and how their behavior impacts other. Helping our captains and players get their own resources helps them become more empowered leaders so that in the future, when they are in need of other leadership information, they are connected to the resources we have to offer here in student affairs.
- We also make a cheat sheet, a guide to some of the everyday captain issues that are common across teams. This gives students the chance to get a quick look at some of the problems they might face, and that others face so that they do not feel alone in their problems.
- One-on-one meetings, when we do have problems, allow us to turn bad behavior into learning moments. Meeting with the cap-

*Continued on page 10*

## Learning by Design

Continued from page 9

tains and the players reinforces the importance of their leadership and encourages them to reflect on what went wrong and what they can do better in the future.

- Using words like leadership and sportsmanship in our language with captains in meetings, on our paperwork, and on our championship t-shirts reinforces the message.
- When we ask them about their experience in surveys, we ask about leadership, connecting their development to their sports-play and captain role. We make them think about how being a leader in intramurals can translate to being a leader in other aspect of their life.

All of these practices have helped raise leadership development to captains with whom I work and hopefully these things can trickle down to the thousands of participants we have in our program. As we move forward, I hope we can develop more opportunities for all of our students to think about their leadership skills. Leadership development offices and Campus Recreation Services are natural partners who do not always work hand-in-hand, but can reach many different students who participate in programming and recreational activities. As we continue to use technology to connect with our students and with the continued connections we can establish on the field, even though their time is fleeting, we now can create more time than ever to connect with our students. ■

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# The Leadership Bookshelf

## *The Leadership Pill:*

### *The Missing Ingredient in Motivating People Today*

Blanchard, K. & Muchnick, M.

New York: Free Press, a division of Simon & Schuster, Inc.,

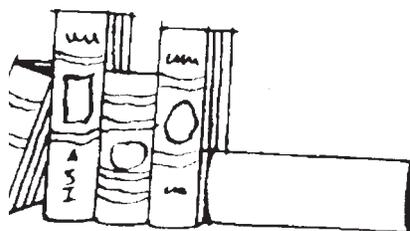
2003, \$21.00 (hardcover)

Reviewed by: Lucy Croft

University of North Florida

### *A Healthy Approach to Leadership*

What's on your bucket list? Skydiving? Travelling around the world? Writing a novel? Joining the Peace Corps? Whatever is on your list, there is a sense of exhilaration where the heart starts beating and blood starts flowing; sweating palms and wobbly knees soon to follow. It is this type of adrenaline that pushes us passed our barriers to conquer our challenges. This is what we call motivation. For marathoners, it is called the "runner's high" where for a split second when crossing the finish line you are overcome with pure bliss and satisfaction. For me (and my sister) running a marathon was on our bucket list for years until we finally said yes to the journey in 2005. Five months, 550 miles, 75 nutrition gel packs, hundreds of ounces of Gatorade, and too many cross-training hours to count, we accomplished our goal.



*"The Effective Leader developed a "Secret Blend" of integrity, partnership, and affirmation that was a potent combination over the long haul."*

In the book *The Leadership Pill*, Blanchard and Muchnick tell the short story of two companies competing in a challenge of administering sustainable and effective results along with customer and employee satisfaction. The Leadership Pill Company approach was to compress all of the attributes of effective leadership into a single "pill" producing quick results, while the Effective Leader

Company took a methodical approach to building trust and competency.

Early in the competition, The Leadership Pill Company surpassed the Effective Leader Company in production level. The magic leadership pill seemed to be working. Morale of the Leadership Pill Company was high while the morale of the Effective Leader Team was skeptical. Over several weeks, things began to change and the Leadership Pill Company was ultimately defeated because the "leader never seemed willing to share the power and information with the team and kept the team members in a state of dependency that made them feel subordinate, unmotivated, and resentful" (Blanchard & Muchnick, 2003, p.98).

The Effective Leader developed a "Secret Blend" of integrity, partnership, and affirmation that was a potent combination over the long haul. The employees learned to lead their lives through the core values of integrity, partnership, and affirmation.

Despite being defeated in the competition, the Leadership Pill Company took its lead from the Effective Leader and realized that "Leadership: It's more than a Pill" (Blanchard & Muchnick, 2003, p. 102). It is the power of collective wisdom, shared ownership, and responsibility.

Training for a marathon is similar to the Effective Leader's approach to leading. It takes staying true to your routine and training. It is the internal motivation, your integrity of accomplishing your vision that keeps you focused on your goals. Although some may choose to train by themselves, in actuality, preparing for a marathon takes several partners such as running buddies, a trainer, family, and perhaps your family physician. The quote from the book, "It is easier to get up the hill when you climb it together" (Blanchard & Muchnick, 2003, p.80) sums up the support system necessary regardless of the tasks at hand.

### Practical Application

*The Leadership Pill: The Missing Ingredient in Motivating People Today*, provides a simple read with multiple applications for leading and motivating people. The story is relevant to any person, regardless of position, that needs to revisit morale of their staff, group, and/or personal situation. The "prescription" for motivating others comes from leader's ability to establish trust, clear expectations, buy-in, and encouragement.

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This would be an excellent book to read as part of a staff development program focused on building a team, morale, or goal setting. Another format could be a book club where members of the staff informally discuss the lessons learned from the book and addressing questions such as...

- The "Leadership pill was able to produce quick short-term results (Blanchard & Muchnick, 2003, p.98)." When (or is it?) OK to have a quick fix verse taking the methodical path to accomplishing a goal?
- When you know someone is underperforming, how might you redirect their intentions back to the goal? According to the "effective leader," he knew that the underperforming individuals were still capable of doing a good job. Instead of focusing his energy on their poor performance, he engaged them in a discussion on revising the game plan and reassigned tasks and skills to better aligned with their strengths and talents (Blanchard & Muchnick, 2003, p. 91).
- In what situation may you find yourself utilizing the following leadership quotes? "Leading people is the opposite of trying to control them" (Blanchard & Muchnick, 2003, p.19); "Leadership is not just what happens when you're there, it's what happens when you're not there" (Blanchard & Muchnick, 2003, p. 27); "Sharing the big picture puts everyone on the same page" (Blanchard & Muchnick, 2003, p. 74); "Praise is most effective when it is specific, sincere, and given as soon as possible after the desired behavior occurs" (Blanchard & Muchnick, 2003, p. 85); "You will go a lot further if you stop to refuel" (Blanchard & Muchnick, 2003, p. 93).

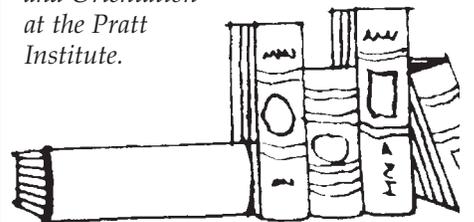
*"The 'prescription' for motivating others comes from leader's ability to establish trust, clear expectations, buy-in, and encouragement."*

### Recommendation

In conclusion, this is a quick read when needing to provoke dialogue related to morale, motivation, and goal-setting – as well as characteristics of an effective leader. It can be used in a non-threatening manner by directing the discussion based on the experiences of the characters in the book that emulate real-life situations. Mary Anne Brannon, Technical Operations, Development and Learning for Delta Air Lines, sums this special little gem up perfectly in her

endorsement for the book: "What an easy-to-understand approach to building positive and productive relationships...both professionally and personally. It's about doing the right thing at the right time for the right reasons. When people understand their respective roles in the business, the results are more than just the dollar." ■

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# Scholarship and Research Updates

## *Sport and Leadership Development*

*Shandol Hoover and Susan R. Komives*

Athletes, coaches, and personnel involved with athletics have long stated that participation in sport enhances the ability to work in teams, fosters life skills, builds character, and develops leadership skills (Reese, Howell & Miracle, 1990; Ryan, 1989). Although the body of work related to participation in sport and student development outcomes is growing (Gaston-Gayles & Hu, 2009; Umback, Palmer, Kuh, Hannah, 2006) participation in intercollegiate athletics in relation to student leadership development remains limited (Astin, 1993; Eiche, Sedlacek & Adams-Gaston, 1999; Glenn & Horn, 1993). Work that does explore leadership development is often framed in the context of coaching styles or team captains; there is a gap in the literature regarding the context of sport in relationship to fostering and enhancing participants' overall leadership capacities (Dupuis, Bloom, & Loughhead, 2006; Eiche, et al., 1999; Glenn & Horn, 1993; Holmes, McNeil, Adorna, & Procaccino, 2008; Loughhead, Hardy & Eys, 2006)

The Multidimensional Theory of Sport Leadership has guided much of the sports-related leadership research (Maby & Brady, 1996). Identifying the coach as the leader, the model consists of three components: actual leader behavior, group members' preferred leadership behavior, and situational leadership requirements (Chelladurai & Carron, 1978). The model conceptualizes that the greater the congruence between the coach's actual behavior and the athletes' preferences and the situational requirements, the better the athletes' execution and the more likely that the athletes will report satisfaction (Chelladurai, 1990). Based upon the Multidimensional Theory of Sport Leadership framework, the Leadership Scale for Sports (LSS) consists of a 40-item scale and addresses five dimensions to measure: (a) athletes' preferences for

coach behaviors, (b) athletes' perceptions of coach's behavior, (c) coaches' perception of his/her own behavior (Chelladurai & Saleh, 1980). Zhang, Jensen, and Mann (1997) later revised the scale to account for situational dimensions that may impact a leader's behavior.

Holmes et al. (2008) facilitated a pilot study that examined leadership from the student-athlete's perspective using the Revised Leadership Scale for Sports (RLSS), substituting the term peer leader for coach. Interested in leadership beyond formal roles, Holmes et al. utilized a sample of male and female varsity athletes across 14 different teams and intentionally expanded the sample to include athletes not identified as team captains. In addition to the RLSS, participants were asked to identify three players viewed to be leaders on the field, three players seen as leaders off the field, and to explain why the players were nominated. Although a pilot study with several limitations, the findings provide insight on student-athletes' preferences for peer leadership attributes beyond the context of sport and also illuminate potential gender differences. Holmes et al. found that although both men and women indicated that leaders on the field should be hard-working and set good examples for fellow players, men placed greater importance on work ethic and performance compared to women who emphasized motivating and encouraging the team as more important for leaders on the field. Women indicated peers with friendly, respectful personality traits to be the strongest leadership factor for leaders outside the realm of sport, followed by being a good student and caring about others. Although placing slightly less emphasis on friendly personality traits than women, men indicated personality traits were important as was caring about other players and being a good role model outside of the athletic context.

In addition to understanding how athletic participation influences students' leadership capacities, it is likewise important to understand the factors that influence student-athletes to engage in educationally and developmentally purposeful activities. Gaston-Gayles and Hu (2009) utilized one of the largest datasets available on student-athletes, the Basic Academic Skills Study (BASS), to gain a better understanding of Division I student-athletes' engagement in four areas: (a) interaction with faculty, (b) interaction with non-teammate students, (c) participation in campus groups, organizations and service activities, and (d) participation in academic activities. Noting the differences in type of sport, Gaston-Gayles and Hu also examined student engagement in relationship to participation in high profile sports (men's football and basketball) to low profile sports. The study found that of the four types of engagement, interacting with students other than teammates was reported the most frequently; this type of engagement held across race/ethnicity, academic major, and profile level of sport. Interested in the impact of student engagement on college outcomes such as cultural attitudes, personal self-concept, and learning and communication skills, Gaston-Gayles and Hu also examined the engagement areas as a group and found significance in all of the college outcome models. Gaston-Gayles and Hu did note that high profile student-athletes reported lower levels of interaction with non-athlete peers compared to low profile sport athletes and also found differences in the effects of student engagement measures on college outcomes between sport profiles. As such, in addition to prompting educators to create opportunities for student-athletes to engage in the four areas examined, the findings suggest that researchers should account for differences in sport type when examining the experience of student-athletes (Gaston-Gayles & Hu, 2009).

### *Theoretical Frameworks*

Swalley (2004) utilized the Achievement Style Framework (Lipman-Blumen, Handley-Isakesen, & Leavitt, 1983) to examine female student-athlete's leadership styles in

an exploratory study and found the framework helped conceptualize student-athletes' perspectives on leadership styles. The Achievement Style Framework holds that the process of accomplishing a goal provides insight on the outcome of what is achieved (Lipman-Blumen, et al., 1983). The framework consists of three achievement styles: direct, instrumental and relational; each achievement style has three individual styles. Lipman-Blumen and associates propose that individuals are able to access each style, but demonstrate a preference for two to three styles to accomplish a task; the more styles individuals are able to draw from, the more versatile the leadership style. The L-BL Achieving Styles inventory (ASI) measures achievement behavior (Lipman-Blumen et al., 1983) and several researchers have found the instrument useful for relating achievement styles to leadership (Beardsley, Stewart, & Wilmes, 1987; Komives, 1991, 1992, 1994; Lipman-Blumen, 1992, 1996; Offermann & Beil, 1992).

Swalley (2004) utilized the Achievement Styles Framework to examine the structure of the sport group environment (team sport compared to individual sports) in relationship to female student-athletes' perceptions of leadership and achieving style preferences. Swalley found that although individual and team sport female student-athletes hold similar views on leadership, the process by which the student-athletes accomplish leadership is different. Team sport student-athletes were found to draw from a wider range of achievement styles while individual student-athletes indicated a preference for more leader-centric styles. Although the study was exploratory in nature and holds limitations, the work prompts educators to intentionally tailor leadership programming to address the unique needs of team sport and individual sport student-athletes

### **Recreational Sports**

Although marginal in comparison to other bodies of leadership work and not without empirical limitations, there is an emerging body of literature regarding leadership development and participation in

recreational campus sport programs (Barcelona, 2002; Haines & Fortman, 2008; Hall, Forrester, Borsz, 2008; Hall-Yannessa & Forrester, 2004). Recreational sport includes various domains, but two of the most commonly referenced are intramural sports and club sports. The term intramural sport typically refers to structured athletic contests and tournaments within one institution (Mull, Bayless, Ross and Jamieson, 1987). Club sports are characterized as a team of students organized to compete against teams from outside institutions (Mull, et al.). Differing from intercollegiate athletes, club sport athletes assume responsibility for scheduling practices and competitions, managing finances, coordinating travel arrangements, ensuring compliance with university and sport policies, and other related functions (Mull et al., 1987).

Noting the strong degree of responsibility club sport officers assume, Hall-Yannessa and Forrester (2004) sought to explore club sport officers' self-reported leadership skills. Hall-Yannessa and Forrester administered the Student Leadership Skills Inventory (SLSI) to male and female club sport presidents, vice presidents, treasurers, and secretaries before and after completing club sport leadership terms. Post-test averages found respecting the rights of others, becoming more sensitive towards working with diverse people, understanding the consequences of actions, relating well to the opposite gender in work-settings, and the ability to articulate personal values as the top five reported leadership outcomes. The lowest five reported leadership outcomes included public speaking, task delegation, providing constructive feedback to others, marketing events, and managing stress. Although limitations of the SLSI, data

analysis, and the sample are noted, the study provides insight for educators seeking to help club sport officers develop skill and comfort with a wide-range of leadership skills (Hall-Yannessa & Forrester, 2004).

In a constructivist case study focused on gaining insight on how students' leadership involvement in recreational sport relates to self-reported leadership skills, Hall et al. (2008) is one of the first studies to explore leadership roles across diverse aspects of recreational sport. Hall and associates interviewed a sample of male and female student officers involved with the recreational sports council, intramural sports council, fitness council, and club sports teams. The

interview analysis yielded seven broad leadership skills: (a) organizing, planning and delegating, (b) balancing academic, personal and professional roles, (c) motivating and influencing others and being a mentor/role model, (d) problem solving and decision making, (e) communication skills, (f) working with others/diversity, and (g) giving and receiving feedback (Hall et al.). Consistent with Komives, Owen, Longerbeam, Mainella, and Osteen (2005), Hall et al. found participation in the research interviews provided the recreational sport student leaders a venue to identify leadership strengths, areas for further improvement, and an opportunity to consider how recreational sport leadership experiences might connect to future goals. Pushed to articulate how the recreational sport leadership position influenced skill development, the student leaders made meaning of their experience.

Prompted by a call to demonstrate the valuable learning that the recreational sports arena fosters, Haines and Fortman (2008) devel-

*“Team sport student-athletes were found to draw from a wider range of achievement styles while individual student-athletes indicated a preference for more leader-centric styles.”*

*Continued on page 14*

*“Implemented in 1994, CHAMPS focuses upon five primary components: (a) academic excellence; (b) athletic excellence; (c) personal development; (d) career development (e) community service. Although the facilitation and curriculum of CHAMPS varies across participating NCAA institutions, the core premise of the program provides a viable context for developing and enhancing student-athletes’ leadership skills and capacities.”*

## Scholarship and Research Updates

*Continued from page 15*

oped a 41-outcome survey to examine learning outcomes in relationship to club sport participation. Using a proxy-post test design, the study found an increase in all outcome items, with overall leadership development being among the top five outcome items participants indicated to be the most enhanced. The study’s survey is of particular interest. Drawing from the Council for the Advancement of Standards (CAS) and vetted with National Intramural-Recreational Sports Association (NIRSA) professionals, associates from the National Research Institute for College Recreational Sport, and a past president of ACPA—College Student Educators International, the survey is being adapted to measure learning outcomes in other recreational sport areas such as intramural sports, outdoor adventure sports, student employment, recreational sport internships and other related contexts (Haines & Fortman, 2008).

### Resources

There are several resources for educators interested in learning more about shaping leadership capacities through intercollegiate athletics and recreational sports. The National Collegiate Athletic Association (NCAA) ([www.ncaa.org](http://www.ncaa.org)) facilitates several leadership-related initiatives that enhance intercollegiate student-athlete leadership development. Of interest, include the Student-Athlete Advisory Committee (SAAC) which provides student-athletes a voice regarding the student-athlete experience as well an avenue for providing input on NCAA rules and policies; per NCAA legislation, the SAAC functions at all NCAA member institutions, athletic conferences, and on a national level. The NCAA also facilitates leadership conferences for student-athletes, coaches, athletic staff, and administrators to enhance personal leadership skills as well as teach skills to enhance the overall student-athlete experience. In addition to funding grants for new and existing student-athlete development programs, the NCAA also offers research grants for graduate students conducting student-athlete related research for a dissertation, master’s thesis, or external publication. For more details regarding the SAAC, Leadership Conferences and Research Grant, visit the NCAA web page at [www.ncaa.org](http://www.ncaa.org).

Challenging Athletic Minds for Personal Success (CHAMPS / Life Skills program) is a NCAA program that promotes the holistic development of student-athletes. Implemented in 1994, CHAMPS focuses upon five primary components: (a) academic excellence; (b) athletic excellence; (c) personal development; (d) career development (e) community service. Although the facilitation and curriculum of CHAMPS varies across participating NCAA institutions, the core premise of the program provides a viable context for developing and enhancing student-athletes’ leadership skills and capacities. Assessing the effectiveness of CHAMPS programs to positively impact student-athletes’ development proves to be an interesting research topic and warrants more exploration (Goddard, 2004; Wisdom, 2006; Wright, 2002).

The National Intramural-Recreation Sports Association (NIRSA) [www.nirsa.org](http://www.nirsa.org), serves recreational sport professionals, students and associate members. In addition to facilitating an annual recreational sport conference and expo, NIRSA also facilitates a Collegiate Sport Club Symposium. The Symposium is specifically tailored to help sport club professionals focus on how to make sport clubs more effective on campus. *The Recreational Sports Journal*, NIRSA’s scholarly journal, is published bi-annually. For more information about NIRSA visit [www.nirsa.org](http://www.nirsa.org).

Leadership educators interested in research regarding recreational sports should consult the National Research Institute for College Recreational Sports and Wellness. A collaboration between The Ohio State University and NIRSA, the Institute manages a research clearinghouse and provides services related to assessment, facility benchmarking, learning outcome measurement, survey development and administration. More information regarding the Institute is available at [www.nirsa.org](http://www.nirsa.org).

Human Kinetics Publishers Inc., publishing over 20 national and international scholarly and professional journals, is a leading publisher in the fields of physical activity, recreational and organized sport. View <http://www.humankinetics.com> to access journals, books, on-line courses, podcasts and more information. Another helpful resource is Scholarly Sport Sites (<http://www.ucalgary.ca/lib-old/ssportsite/>). A subject directory created by the University of Calgary Library, The North American Sport Library Network (NASLIN) and the

International Association for Sports Information (IASI), *Scholarly Sport Sites* links to national and international sport-related journals, newsletters, archives, associations, conferences, research databases, publishers, and much more.

### Summary

The Multi-institutional Study of Leadership (Dugan & Komives, 2007) found that 40% of students were involved in intercollegiate, intramural, or recreational sports. This study recommends delivering intentional leadership development programs in contexts where students are engaged with each other such as these venues. Although limited, there is an emerging body of work that suggests intentionally designed intercollegiate and recreational sport settings can be conducive for enhancing students' leadership capacities. In the face of recent media reports regarding the under-side of intercollegiate athletics and budget cuts related to programs that do not articulate student learning, this is encouraging news for universities working to establish congruence between participation in intercollegiate and recreational sport and the goals of higher education.

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