

***A Blueprint Plan***  
**for**



**Athletic Leadership Development**  
**Fall 2007**

## **Introduction**

### ***Blueprint Background***

In 2002, the National Association of Student Personnel Administrators Knowledge Community for Student Leadership Programs (KCSLP) hosted a meeting at the National Conference in St. Louis, MO. From this meeting and from subsequent research it was determined that leadership educators across the country needed assistance developing methods that would give rise to intentional leadership program development. From his research, Ainsley Carry, Ed. D. created The Blueprint Workshop. In this workshop, Mr. Carry presents the *Blueprint* as a “process for designing a leadership program in any industry from start to finish.” The *Blueprint* formally assembles the best ideas and strategies for leadership program design and provides a framework for program structure.

### ***Lehigh Blueprint Planning Background***

During spring 2006 the first Blueprint planning process was undertaken to examine program design, efficiency and the ability to meet the leadership development needs of Greek students, organizations and the community at large. The Blueprint Planning Outline for Leadership Programs was utilized to organize and guide the review process in a systematic fashion. This specific process was utilized to help ensure program legitimacy, to develop a sound design and to guide intentional assessment and evaluation. Due to the success with Greek process, this same Blueprint Planning Outline for Leadership Programs was utilized in the fall of 2007 to examine program design, efficiency and the ability to meet the needs of student-athletes, athletic department staff, and the athletic community at large. The following report is a compilation of research findings and recommendations for a comprehensive Athletic Leadership Development Program.

### **Step 1: Assemble a Planning Team**

*The planning team is comprised of key stakeholders that will build a program that can be embraced campus wide.*

The planning team consisted of Athletics Department coaches, administrators and student-athletes, as well as Dean of Students staff members who came together to discuss the future of the Athletic Leadership Development Program at Lehigh. This group met weekly to discuss the seven step planning process and connections and implications for an Athletic Leadership Development Program at Lehigh University.

### **Planning Team Members:**

Kevin Cassese, Head Men’s Lacrosse Coach  
Jen Fetsick, Senior Student-Athlete, Women’s Soccer  
Kelly Fox, Sophomore Student-Athlete, Women’s Field Hockey  
Kyle Gentile, Sophomore Student-Athlete, Men’s Lacrosse  
Jess Manno, Assistant Dean of Students  
Jess Misner, Greek Life Leadership Coordinator  
Julie Sterrett, Graduate Intern, Athletics Leadership  
Lisa Sweeney, Junior Student-Athlete, Women’s Softball  
Sue Troyan, Head Women’s Basketball Coach  
Chris Wakely, Recruitment Manager

Before implementation, the final Blueprint plan will be presented to key members of the Athletics Department and the Division of Student Affairs including:

Karen Adams, Senior Associate Director of Athletics  
Sharon Basso, Associate Vice Provost & Dean of Students  
Allison Gulati, Associate Dean of Students  
John Smeaton, Vice Provost for Student Affairs  
Joe Sterrett, Murray H. Goodman Dean of Athletics

## **Step 2: Conduct a Leadership Audit**

*The leadership audit is a systematic assessment of leadership development opportunities at the institution and beyond. A complete audit includes both internal and external reviews and inventories all leadership opportunities.*

### **Internal Audit**

The internal audit information was provided by the Office of Student Leadership Development and the Athletics Director. This information revealed that while there are other leadership initiatives on campus in which student-athletes have the ability to participate; these programs are not designed to fundamentally impact Athletics as a whole, or directly increase the value of the student's leadership development as it relates to their athletic experience. Campus-wide leadership initiatives are not typically conducive to the unique schedules of student-athletes or athletics department staff, though a select number of teams have engaged the Office of Student Leadership Development for goal setting and skill building workshops or workshop series. Furthermore, the athletics department has researched leadership programs and delivery options and engaged in leadership discussions and brainstorming for the past seven years. Most of these efforts served to communicate the value of leadership in athletics and to initiate a few one time minor learning opportunities for our teams including speakers, team covenants, and Caliper Profile testing.

### **External Audit**

Jen Fetsick, *Blueprint* planning team members, was responsible for researching specific leadership opportunities at other institutions and reporting back to the planning team her findings. Jen was particularly looking for leadership development programs and delivery options within institutions Athletics Departments

The external audit included the seven Patriot League schools as well as surrounding universities and institutions which have well-established and respected athletic programs. Some of these schools included: Georgetown University, Goucher College, Northeastern University, Villanova University, University of Delaware, and others. Findings from the research showed that no other Patriot League school, with the exception of the Naval Academy, has an established athletic leadership program. Furthermore, the Naval Academy's program is not specific to student-athletes, but is rather an end-to-end educational process for all midshipmen. This suggests that Lehigh University has the potential to stand above its' fellow patriot league schools and perhaps near the pinnacle of all Division 1 athletic programs serving as a gold standard for comprehensive athletic leadership education, training and development.

Schools that do have established holistic athletic development programs focus on an array of topics including diversity, personal development traits, peer modeling, decision making, academic achievement, sportsmanship, career planning, and many others. Few of these programs focus specifically on the overall development of leadership within the subpopulation of student-athletes. Georgetown University, for example, runs a comprehensive program which begins with a freshman workshop called “The First 96 hours,” where students are welcomed and introduced to the academic culture of the university; it then continues throughout the athletes’ career, each year being devoted to a different focus, from emotional intelligence and outreach initiatives sophomore year, to the “Heart of Leadership” program junior year, and “Charting your Course” senior year. Goucher College bases its program on Kouzes and Posner’s Five Exemplary Practices of Leadership (this model will be discussed later in this document).

Almost every school researched emphasizes the importance of beginning a program with first year students and continuing it through the student-athlete’s graduation. Many of the programs are delivered in the form of interactive workshops and seminars and are presented by leaders/professionals in the topic area. Most of the athletic leadership programs researched as part of the external audit are part of a broader “Academic Services” or “Student-Athlete Development” initiative, which focus on developing the *whole* person and providing resources by which student-athletes can succeed both academically and athletically. Boston University and Villanova University, for example, are part of the NCAA Champs/Life Skills program, which seeks to develop the student-athlete in 5 areas: academic excellence, athletic excellence, career development, personal development, and community service. Leadership is then tied into these components.

### **Step 3: Identify an Anchor**

*The anchor is an existing institutional purpose, outreach or reason that makes the program’s efforts essential and justifies the investment of time, energy and resources to support the effort.*

An Athletic Leadership Program will be securely anchored to Lehigh in the following areas:

- The Lehigh University Mission Statement:  
“To advance learning through the integration of teaching, research, and service to others.”
- The Lehigh Athletics Mission Statement:  
“Our mission in the Lehigh Athletics Department is to advance learning to develop leadership, and to foster personal growth through comprehensive athletics programming.”
- The Office of Student Leadership Development Vision Statement:  
“To prepare students to be positive examples of leadership excellence and social consciousness in a complex and ever-changing global community.”

As developing leadership skills in students is an essential component of each of the above mission/vision statements, it demonstrates that at the very core and from the top down, Lehigh is committed to providing the proper resources, personnel, and necessary experiences for students, and in this particular case, student-athletes to maximize their leadership potential in ways that

will enhance their personal development, contribute to their team's overall success, and further advance the mission of Lehigh Athletics.

#### **Step 4: Determine the Scope**

*The scope is depth and breadth of the leadership experience ranging from how deep the program will be imbedded in institutional culture to the programmatic mission and learning objectives.*

The scope for Lehigh's Athletic Leadership Development Program is intimately connected to the vision, mission, and learning outcomes of the overall Lehigh Athletics Department. The target populations for the Athletics Leadership Development program as we have identified them are positional leaders, emerging leaders and eventually, as resources are cultivated and developed, the entire general student-athlete population. These populations are discussed in depth in the delivery options section showing the comprehensive and wide reaching nature of the program, addressing leadership development by both class year and positional leadership levels within the athletic structure.

#### **Vision**

To cultivate a culture of leadership in which enhanced self-awareness, an authentic commitment to team goals, and congruence between values and actions invigorate and compliment a champion athletic experience.

#### **Mission**

The Athletics Leadership Development Program works to complement and support the larger missions of the Office of Student Leadership Development, the Athletics Department at Lehigh University. We utilize the transformational leadership theory to develop and enhance student's leadership skills and understanding. Through innovative and intentional educational programs and opportunities, we strive to develop a sense of community among staff members, teams and individuals that centers on the value of positive leadership. By creating and sustaining a culture of leadership within Athletics, all members will inherently contribute to the greater success of their teams, the Athletics Department, Lehigh University and the larger Bethlehem community.

#### **Learning Outcomes**

*By participating in the Athletic Leadership Program, student-athletes will:*

1. Enhance their knowledge of basic leadership principles and skills
2. Take ownership of their leadership experience and use it to cultivate the leadership potential in others
3. Understand that leadership includes a set of interpersonal skills that can be taught, practiced and consistently improved upon by anyone
4. Demonstrate a sense of integrity, a commitment to core values and the ability to act with congruence amongst their peers

5. Value taking responsibility for actions and holding one another accountable
6. Promote peer motivation and the benefits of collaboration to inspire positive change within a community
7. Develop increased self awareness, and synergistically impact team performance
8. Recognize the value of diversity in every situation

### **Step 5: Shape the Philosophy**

*The philosophy reflects the goals, objectives and aspirations of the program grounded in a sound theoretical/philosophical base which serves as a template for curricular content decisions.*

### **Philosophy Statement for Athletic Leadership Development**

In order to develop an appropriate vision, mission and goals for a comprehensive Athletic Leadership Program at Lehigh, two leadership philosophies were adopted to guide our practices. Both philosophies are congruent with current leadership theories and “best practices” and compliment the overall philosophy embodied by the Office of Student Leadership Development.

These philosophies meet the unique needs of our student-athletes, teams and coaches. The primary philosophy of the Athletic Leadership Development Program is embedded in the Transformational Leadership Theory. This theory will be put into practice by utilizing three models: the Social Change Model, the Relational Leadership Model, and the Leadership Challenge Model. The second theory we have based our leadership program on is the Principle-Centered Leadership Theory. These models and theories are described below, followed by a summary philosophy statement encompassing the most salient components influencing the leadership development of our student-athletes.

*Transformational Leadership Theory* describes a course of action where both leaders and participants engage in a mutual, ongoing process of raising one another to higher levels of motivation, moral reasoning, and self-consciousness. By appealing to social and community values, this process encourages collaboration and interdependence. Within this theory, every participant has the potential to lead and leadership is not based on position or title, but rather on positive action that contributes to common goals and greater good for the larger community. There are four primary components of Transformational Leadership including:

1. **Idealized Influence:** Leaders behave in ways that allow them to serve as role models and that result in admiration, respect, and trust for participants.
2. **Inspirational Motivation:** Leaders behave in ways that motivate and inspire those around them by providing meaning, purpose and challenge for participants. Enthusiasm and optimism are displayed as participants are engaged in helping leaders create an exciting and attractive future.
3. **Intellectual Stimulation:** Leaders and participants’ efforts are more creative and innovative as a result of questioning assumptions, reframing problems, and encouraging

creativity in one another. Each person's knowledge and abilities are enhanced through this process.

4. **Individualized Consideration:** Leaders grow future leaders by paying attention to each individual participant's needs for achievement and growth. They serve as a support, mentor, and coach for participants, thereby increasing those individuals' potential for growth and development.

There are three specific models of leadership that help student-athletes to put the Transformational Leadership Theory into practice through their involvement in the athletic community, their team activities, and their individual lives. These models include:

1. **Social Change Model:** Views leadership as a process of positive social change emanating from the collaborative commitment to a set of specific values. The Social Change Model also suggests that everyone has the ability to lead upon the development of self-knowledge and learning. This model also contends that service to others is a powerful tool to develop and practice leadership skills and ability.
2. **Relational Leadership Model:** Built on the belief that effective leadership occurs in the active context of building relationships and working together to accomplish change or make a difference to benefit the common good. This model involves understanding and acting in ways that are empowering, purposeful, ethical, inclusive, and process-oriented.
3. **Leadership Challenge Model:** Guides a leader to activate others to extraordinary achievement in organizations. This model specifically includes five practices that leaders use to transform values into action, vision into realities, obstacles into innovations, separateness into solidarity, and risks into rewards. The five exemplary practices of leadership include challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart.

***Principle-Centered Leadership Theory:*** In addition to the three aforementioned leadership models used by student-athletes to put the Transformational Leadership Theory into practice, the Athletic Leadership Program is also built on the foundations of principle-centered leadership. This theory states that leadership is based on a set of natural principles that leaders center their lives upon. As such, true leadership is only possible when these principles remain consistent and inviolate. The natural principles are unchanging, essentially governing the work and determining the outcome of any group or organization. As defined by this theory, the eight characteristics of principle-centered leaders include the following: continually learning, service-oriented, radiate positive energy, believe in other people, lead balanced lives, see life as an adventure, are synergistic, and exercise for self-renewal.

***Lehigh Athletic Leadership Development Core Philosophy:*** Ultimately, drawing on essential concepts imbedded in the theories and models described above, the core philosophy of the Athletic Leadership Development Program at Lehigh contends that leadership is a continual process. Inherent in this process is the idea that every person has potential that should be cultivated and grown, and that all have the opportunity to participate in the leadership process. This process leads to positive growth and change at individual, organizational, and community

levels. Leadership must be ethical and inclusive, inspired by a vision, and driven by congruent collective action. Most importantly, through positive role modeling, teamwork, and engaging intentionally with one another, positive leadership within the Athletic community will be sustained for future generations.

### **Step 6: Select Delivery Options**

*Delivery options are instructional strategies for teaching participants about leadership.*

Creating a comprehensive Athletic Leadership Development Program is a new initiative within the Athletics Department to emphasize the integral importance of leadership in athletic pursuits. While in the formative stages, this program cannot effectively meet the needs of all student-athlete subpopulations at once. Therefore, we have identified what we believe to be the two audiences within the Athletic community that are in most immediate need of leadership development and that can most quickly help us to reach the larger Athletic community over a timeline of approximately three to four years. In the short term, our primary program and services will be tailored to meet the needs of these two audiences: positional leaders and emerging leaders. A third audience including general student athletes has been addressed in this document for future consideration at a time when the most pressing and integral programs are established and more resources are available.

The following section outlines the breadth of the comprehensive Athletic leadership development program discussing the various populations touched by the proposed leadership programming as well as concrete rationale for addressing the needs of each population.

#### **Positional Leaders:**

##### Coaches

This subpopulation includes the professional staff members primarily responsible for the development of athletic ability in individual-student athletes and of the team to ultimately win championships.

*Rationale-* Based on recent focus group data, most head coaches understand their unique influence on student-athletes and many also value and facilitate the development of leadership skills in their players. In order for any athletic leadership development programming to be effective, coaches must fully understand and embrace complimentary efforts to ensure that leadership skills become transferable from the athletic realm, to all other areas of university life.

##### Captains

This group includes student-athletes elected and recognized as positional team leaders by their peers and coaches.

*Rationale-* Based on recent focus group data, the athletic community agrees that our captains' abilities to communicate, motivate their teams, and mediate effectively between their coaches and teammates can and should be enhanced. Without any centralized curriculum, our captains currently understand their responsibility to their teams as elected leaders, but in some situations lack the skills necessary to enact that responsibility.

Furthermore, the time they currently spend with each other could be utilized more effectively by adding a specified developmental curriculum.

### **Emerging Leaders:**

#### First Year Student-Athletes

This group includes all incoming first-year student athletes new to both Lehigh and the experience of being a Division 1 collegiate student-athlete.

*Rationale-* Based on recent focus group data, the athletic community agrees that all student-athletes should be exposed to consistent foundational leadership principles and skills. In order to begin to cultivate a culture of leadership and to effectively communicate the value of leadership to the athletic community, our entire population of student-athletes must have a shared experience centered on a basic level of leadership training to supplement what they are learning from their coaches and within their teams. This is also congruent with the external audit findings that stressed the importance of beginning a program during the first year and then continuing opportunities throughout the entire collegiate experience.

#### Rising Leadership

This subpopulation is coach-identified and/or personally-identified sophomores and juniors who specifically want to increase their skills and enhance their ability to lead amongst their teams and student-athlete peers.

*Rationale-* Based on recent focus group data, the athletic community agrees that there is a population of student-athletes who desire the opportunity to increase their leadership skills and enhance their ability to lead and that leadership training should be available to student-athletes who are interested. By working with other committed rising leaders, student-athletes ground their athletic experience with a strong leadership foundation. These student-athletes will be prepared to be positive examples of leadership and influential contributors to their teams, the department and the University community.

### **General Student-Athlete Population:**

#### Upper class Student Athletes

These students include all, sophomore, junior and senior athletes at Lehigh that individually seek out, or are guided to by coaches to, further leadership development.

*Rationale-* Based on recent focus group data, the athletic community agrees that all student-athletes should have the opportunity to be exposed to basic leadership principles and skills. In order to institutionalize a culture of leadership and to effectively communicate the value of leadership to the athletic community, the entire population of student-athletes must be able to continue their development beyond the foundational first year leadership experience in athletics.

Our ultimate goal is to educate and positively influence the entire Athletic community around leadership development. By beginning with the first two populations, a cyclical effect will be

created where positional leaders role model the importance of leadership training and continued personal development to their teams thus cultivating younger members' interest and value with regard to leadership. As momentum builds around leadership development, having continuing options for the larger general student-athlete population will become a core component to institutionalizing and cultivating a culture of leadership in athletics. Ultimately, the entire Athletics Department will be positively impacted by this culture of leadership making continued leadership development and skill acquisition as salient as the ultimate goal of champion status.

Keeping with focus group findings and the inherent nature of an athlete's desire to improve skills based on performance experiences, all leadership programs will have an interactive or experiential component tied to sound educational content.

The following section examines the proposed leadership experiences to be offered as part of the Athletic Leadership Program including target population, time frame, participant learning, and follow-up mechanisms.

### **Positional Leadership Experiences**

#### **Coach Education & Development:**

**Population:** Head coaches will be required & assistants encouraged

**Time Frame:** Late May or summer, one day educational program

**Learning Points:** This experience is designed to explain the student athlete leadership opportunities. Outside resources will be utilized to recommend and demonstrated how coaches can effectively lead their teams in a way that is aligned with the *Blueprint* philosophies. Coaches will also be encouraged and given time to share leadership resources and discuss their experiences.

**Continued Education:** This education will continue throughout the year as a part of one or two regular head coaches meetings. Head coaches will participate in leadership exercises similar to those the captains and students will be engaged in through various programs. The rationale for this continued development for coaches is for them to gain more personal knowledge around a specific topic and to encourage them to engage in dialogue around these topics with players.

#### **Captain's Leadership Challenge Workshops:**

**Population:** Mandatory for current appointed fall captains

**Time Frame:** Fall Semester, six weeks, one hour with lunch included

**Learning Points:** Captains will meet entirely separate from the Student-Athlete Council, whose primary purpose is providing general student-athletes the voluntary opportunity to become more deeply involved in athletics. Captains will learn from the Leadership Challenge Model, outlined in the philosophy section of this *Blueprint*, how to best use their skills to lead their teams in conjunction with their coach. Discussion topics and advanced skills development may include managing relationships and serving as an effective liaison between the team and the coach, communicating effectively, understanding group dynamics and managing conflict, transitioning between leadership styles from year to year, and understanding how different types of leadership impact a team

**Continued Education:** Captains are responsible for discussing this information with coaches and working together with them to cultivate team leadership skills. As the program gains further resources and the curriculum is well developed, the goal will be to offer the Captain's Leadership Challenge both semesters so all captains will have the opportunity to participate in the training while they are serving as an in season captain.

#### **Coach/Captain Interaction:**

**Population:** Current appointed captains & their respective head coaches

**Time Frame:** Fall Semester, 2 sessions over the lunch hour (this is a part of the above Captain's Leadership Challenge curriculum for the captains - coaches will simply join into their regularly scheduled sessions twice throughout the six weeks)

**Learning Points:** The Captain's Leadership Challenge will be introduced simultaneously to both captains and coaches at the first of the two coach required sessions. Coaches will be asked to attend one other captains meeting within the six week program to offer their perspectives about general team issues and to encourage effective cross-team communication. The session topics will vary, and the coaches will attend on a rotational basis correlating with their personal interest in the particular leadership topic.

**Continued Education:** Captains will have follow-through responsibility for exercises or assignments that they will discuss with their coach throughout the six week program related to the topics discussed during the Captain's Leadership Challenge. These assignments will be designed to stimulate dialogue about the coach/captain leadership relationship as well as the teams approach to and growth around leadership development.

#### **Alumni Captains Panel:**

**Population:** Mandatory for all current appointed fall captains

**Time Frame:** One 2 hour reception, in conjunction with finishing the Captains Leadership Challenge, ideally coupled with a fall event where previous captains would be returning to Lehigh (possibly Family Weekend, Young Alumni Weekend or Lehigh vs. Lafayette)

**Learning Points:** As a culminating event for the Captain's Leadership Challenge, current captains will have the opportunity to engage in discussion and reception with student-athlete alumni who were also team captains during their careers. This experience will allow captains to network with previous student-athletes and learn from their experiences, allowing them the opportunity to apply successful leadership techniques to their own teams.

**Continued Education:** It is anticipated that this networking opportunity will also translate this information beyond the student-athlete experience into the working world and provide the athletes with possible career connections.

## Emerging Leaders Experiences

### **Freshman Leadership Seminar:**

**Population:** A mandatory experience for all first year student-athletes

**Time Frame:** Two half-day sessions (one being a new fall initiative and the second being an incorporation of leadership into the current first-year student athlete day), and 4 skill based workshops, 1 hr each over the course of their first year.

- Specifically these workshops will be offered over the course of one week in the fall and spring.
- Each topic will be offered at two different times on different days of the week.
- This allows the student-athletes 4 chances to attend each topical session that best fits with their class and practice schedules.

**Learning Points:** To solidify a concrete foundation for all student-athletes in the area of leadership and core skills, all first-year students will participate in 2 sessions with all other first-year athletes as well as attend their choice of workshops. Topics for these sessions currently include personal values clarification, communication skills, conflict resolution styles and ethical decision making. These topics will be expanded on as the curriculum is further developed.

**Continued Education:** As the Athletic Leadership program develops, student-athletes will be offered a similar rotation of workshops with different topics that they can choose to attend each semester (this is explained further under the general student-athlete population heading).

### **Rising Leadership Series:**

**Population:** Coach-identified or personally-identified emerging leaders

**Time Frame:** Spring semester, six weeks for one hour with lunch included

**Learning Points:** Separate from the Student Athlete Council, the student-athletes will gain an understanding of general leadership principles based on the Relational Leadership Model. Discussion topics and skills development will include communicating effectively, learning different ways to contribute and lead on a team, applying the followership theory, defining and exploring personal leadership styles, understanding appropriate ways to challenge differing leadership styles, and acting in congruence with personal beliefs and values.

**Continued Education:** It is the hope that future captains will be identified for this program as well as other stand-out team leaders. Those who become captains will be a part of the Captains Leadership Challenge the following fall. Also as stated above and for those that do not become captains, these student-athletes will be able to participate in the rotation of assorted workshops that they can choose to attend (explained further under the general student-athlete population heading).

As the program gains further resources and the curriculum is well developed, the goal is to offer the Rising Leadership Series both semesters allowing for all coach-identified potential captains the opportunity to participate in the training during the off season, prior to them potentially being chosen as captain. This also allows more rising non-positional leaders the opportunity to participate in the

experience helping them see the value in being a contributing team role model without having the title of captain.

## **General Student-Athlete Population**

### **Athletics Leadership Speaker:**

**Population:** All interested members of the Athletics Department (with a specific emphasis on coaching staff)

**Time Frame:** Once each academic year

**Learning Points:** Utilizing a well-know external athlete to reinforce the importance and principles of leadership that the Athletics Leadership Development program is espousing though all if its endeavors. An attempt to coordinate a separate coach developmental session with this speaker will also be incorporated to further advance the leadership learning and resource sharing between coaches and prominent individuals within the athletics profession.

**Continued Education:** This program will be offered once a year, and it is the intent that the concepts and learning points highlighted by the speaker will be reinforced by the other programs during the year, thus assuring students that they are gaining valuable experiences from their commitments.

### **Student-Athlete Leadership Training:**

**Population:** All interested upper class student-athletes (2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> year, etc.)

**Time Frame:** One week each semester, with 4 workshop topics offered that week at two different times on different days.

**Learning Points:** Though voluntary after the first year, student-athletes will be intentionally encouraged by coaches and captains to attend specific sessions that could be useful to their leadership development. It is our hope that coaches and captains will offer intentional recommendations to individuals based on the consideration of needs for growth and development to make these individuals more effective in and out of the athletic realm. The topics for these workshops will vary and center on widely accepted leadership concepts as well as the core skills that connect most intimately to effective leadership in athletics and beyond.

**Continued Education:** Once established, these workshops will be offered in both the fall and spring semesters and topical content will vary depending on issues facing student athletes and athlete input/feedback.

### **Leadership Consulting:**

Coinciding with the aforementioned programs proposed in the *Blueprint*, the Athletics Leadership Program (as part of the Office of Student leadership Development) will continue to offer and assist coaches, teams and student-athlete support services with:

- Student-Athlete Council workshops
- Team-requested leadership skill development programs & curriculum
- Team covenant writing and goal setting sessions
- Team Leadership Assessment Projects

Finally, it is important to note, that the specific programs described above provide an initial description of the initiatives to be offered through the Athletic Leadership Program. Program

logistics, topics, and delivery methods may need to be adjusted as these plans are implemented and changes to these options will be made at the discretion of the Assistant Dean for Leadership Development, the Dean of Athletics, and any new supporting staff responsible for program implementation.

### **Step 7: Select Assessment and Evaluation Strategies**

*These strategies should be designed in tandem with the program to help create a strong leadership curriculum where the mission and the assessment are aligned.*

Intentional assessment and/or evaluation tools will be included as a part of all delivery options. The Athletic Leadership Program as outlined by the *Blueprint* will also be assessed after the first full year of implementation. Assessment tools utilized for this may include focus groups, student-athlete exit interviews, pre- and post-surveys, student-athlete post-season evaluations, etc. These assessments will explore needs, outcomes and satisfaction and will be developed specifically for each new Athletic Leadership initiative as it is implemented. A review of the CAS (Council for the Advancement of Standards in Higher Education) Standards for Leadership will be done to help guide the overall construct and assessment of the program. In addition, the “standards for leadership” found in *Frameworks for Assessing Learning and Development Outcomes* published by CAS will be utilized to help select intentional assessment tools congruent with the previously stated learning outcomes for each individual program and for the overarching Athletic Leadership Development Program.

Some specific evaluation and assessment instruments that may be utilized as strategies for determining the effectiveness of the Athletic Leadership Development program are as follows:

- The Student Leadership Practices Inventory -This inventory can be effectively used as a 360 degree evaluation tool for captains and coaches aimed to assist in identifying specific skills, behaviors and actions that measure exemplary leadership.
- Team Leadership Practices Inventory- An adaptation of the Student Leadership Practices Inventory the focuses specifically on the behaviors and practices of successful teams and self-guided groups utilized most frequently to measure collaboration.
- The Socially Responsible Leadership Scale-This scale is used to measure the eight values of the Social Change Model of Leadership which is one of the philosophies guiding the Athletics Leadership Development program. This instrument can be used as an overall evaluation tool for the program or in conjunction with a specified program utilizing the Social Change Model.
- Clifton StrengthsFinder or Via Signature Strengths-Grounded in the theory of positive psychology these inventories identify reoccurring patterns of natural talents that can be used as empowering factors to enhance performance and achievement in various realms.
- Motives, Values, Preferences Inventory-Designed to evaluate the congruence between and individual and an organization (or team) in terms of motives and values

- Moral Judgment Interview or the Defining Issues Test-Both utilize hypothetical dilemmas and probe questions or interpretational passages that examine the various stages of moral reasoning and development.