LEADERSHIP DEVELOPMENT IN COLLEGIATE RECREATION

Creating Space, Building Capacity

PICTURE OF LEADERSHIP

Reflect on the following:

• How do you foster leadership development in campus recreation?

• What knowledge, values, and skills do students gain?
WHAT IS LEADERSHIP?

- Leadership is concerned with effecting change
- Leadership is collaborative
- Leadership is a process rather than a position
- Leadership is value-based
- All individuals (not just those in formal positions) are potential leaders
- Engagement is a powerful vehicle for developing leadership skills.

COLLEGIATE RECREATION

- Student Engagement
  - Student staff, club sports officers and participants, governance boards and committees, outdoor recreation facilitators and participants, etc
  - Level of involvement/responsibility impact leadership development (Austin, 1996)

- Leadership Learning
  - Organizing, planning, & delegating; problem solving/decision making; working with others/diversity; among others (Hall, Scott, & Borsz, 2008)
  - Leverage student engagement with leadership studies to optimize students’ leadership capacity and self-efficacy; creating a “deeper learning” in leadership through intentional interplay of theory and practice (Osteen, 2005; Roberts, 2007).
Leadership Development

• Creating Space, Building Capacity
  – Providing Structured Resources
  – Promoting Productive Reflection
Context and Conceptual Framework

• How does leadership development align with institutional, departmental, and professional objectives?

• What are the theoretical foundations and historical perspectives underpinning the program as it pertains to leadership?

• What are the desired leadership outcomes of the program at the institutional, program, and/or student levels?

Social Change Model of Leadership Development
Support and Learning

• How does the leadership outcomes support and/or complement the content of the program?

• How does the program identify the learners’ abilities?

• What are possible learning activities, projects, and/or experiences appropriate for each stage of a student’s development?

Leadership Learning Plan

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Outcomes and Assessment

- How do the outcomes reflect the conceptual framework and leadership learning?

- How will you know when you have achieved those outcomes? What are your essential indicators? What is the assessment system?

- How is this assessment on these various levels fed back to the students?

Pre and Post Assessment

**Individual**
1. How does this role relate to who you are?
2. What knowledge, skill, and/or value you bring to the role?
   a. What are your strengths?

**Partnerships & Groups/Problem Solving & Critical Thinking**
3. Describe your past experience working in groups and/or partnerships. What was your role?
   a. How would you describe the group?
   b. How were decisions made?
   c. How did you manage conflict?
   d. Was communication effective?

**Personal Leadership Style and Philosophy**
4. How would you define leadership?
   a. How has your perspective of leadership changed over time?
   b. What is your leadership philosophy and/or style?
   c. Can you provide examples of this approach in practice?

**Communication**
5. How does this experience correlate with your educational and/or professional goals?

**Assessment**
6. What are blind spots or gaps in your leadership approach?
7. Based on this assessment, what are possible learning objectives for you in this role?

**Individual**
1. Which aspect of your identity shape who you are as a leader and/or a follower?
2. How did you use your strengths in this experience?
3. How do you think your leadership experience has affected who you are, how you see yourself, and what you believe?

**Partnerships & Groups**
4. Describe the impact your experience had on your capacity to respect multiple perspectives and build collaborative working relationships with others.

**Personal Leadership Style and Philosophy**
5. How has your leadership philosophy and/or style changed over time? If so, how?
   a. Can you provide examples?
6. Did you accomplish the learning objectives you set at the beginning of this experience?
   b. How do you know?
   c. What are things you need to continue to work on?

**Problem Solving & Critical Thinking**
7. Reflect back on a moment where you had to make a difficult decision in your role. How was this situation difficult? What did you learn from this?
8. What was the most challenging aspect of the experience? What did you learn from this?

**Communication**
9. How can you use what you have learned, being a Student Coordinator, in future endeavors?
10. Make the student impending to their resume and give it to the supervisor to edit and have a detailed conversation about it.
RESOURCES AND REFERENCES

- The Handbook for Student Leadership Development, 2nd Edition
  - Susan R. Komives, John P. Dugan, Julie E. Owen, Craig Slack, Wendy Wagner, National Clearinghouse of Leadership Programs (NCLP): [https://nclp.umd.edu/](https://nclp.umd.edu/)

- Multi Institutional Study of Leadership

- Guiding Questions: Guidelines for Leadership Education Programs

- NACA College Student Leader Competency Guide
  - National Association for Campus Activities:

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