

Name of Assessment Project: Leadership Training

Name(s) of Person(s) Responsible for Assessment Project: Senior Assoc Athletic Director (Wendy Taylor-May)

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Other Units/Departments Involved in Assessment Project:
Program, Service, or Event Related to Assessment Project:

The Leadership Training program is designed to cultivate effective leadership through critical thinking and innovative problem-solving, healthy and effective communication, and development of and advancement of common goals in diverse environments that promote self-evaluation and peer-review. This module includes collaborative discussions, group problem-solving and conflict resolution. Student-athletes are separated from their sport, and placed in the unfamiliar environment of a workshop, where they can practice to overcome personal and political differences which may not otherwise dealt with during athletic activity.

The goal of the program is to develop and enhance the leadership ability and communication skills of student-athletes in order to help them become effective leaders for their teams. Participants include student-athletes who have been nominated by their coaches or who have expressed direct interest. These sessions encourage participants to learn from each other through open dialogue and to meet with their coaches to discuss concepts and skills learned in the program.

Assessment Project Description: This assessment project is linked to the quarterly Emerging Leaders Training and Advanced Leadership Roundtable offered to the student-athletes by Intercollegiate Athletics. Both workshops are facilitated by UCSD Sports Psychologist Dr. Rhonda Hackshaw. The Emerging Leaders Training meets once a week and the Advanced Leadership Roundtable meets every other week.

The goal of the Emerging Leaders Training with Dr. Rhonda Hackshaw is to facilitate the development of our Student-Athletes' leadership skills, in hopes to promote strong, effective leaders and success for each UC San Diego Intercollegiate Athletics Team. Following the general outline of Jeff Janssen's The Team Captain's Leadership Manual, the workshop highlights peak performance and mental training techniques, learning and use of effective and healthy communication, strategies to increase team cohesion and connection, and minimization/management of conflict.

Unit/Program Specific Goals and Learning Outcomes:

As a graduate of Leadership Training, students will be able to

- Effectively communicate with fellow student-athletes and coaches
- Reflect on their own style of leadership and what is effective for them
- Define the various components of leadership

As a result of being a part of the Leadership Training, student-athletes will be able to;

- Set and pursue individual and team goals
- Articulate and plan to achieve short- and long-term goals and objectives
- Identify and work collaboratively to overcome obstacles that hamper goal achievement using problem solving strategies.
- Evaluate performance and give constructive feedback
- Actively listen to coaches and teammates and responds appropriately
- Develop interpersonal competence.
- Develop greater leadership self-efficacy as exhibited by increased confidence in leadership skills.
- Assess their own strengths and weaknesses, examine different leadership styles, learn effective communication skills, and develop strategies to continue to excel as leaders

SALOs

1.5- Reflect on their own thinking and evaluate their own arguments to confirm or correct their reasoning

1.6- Demonstrate ethical reasoning in personal, academic and professional decision making

1.7- Know and apply the steps to solving problems including problem definition, exploration, planning, execution, checking, and generalization

- 1.8- Clarify goals and establish criteria for success for ill-structured, open-ended problems for which more than one correct solution can be found
- 2.5- Use unbiased language that reflects respect for others
- 2.6- Effectively assert themselves while respecting others
- 2.7- Listen with an open mind and allow others to express different views
- 3.7- Understand the effects of individual behavior on oneself, on others, and on the community
- 4.1- Work effectively in groups which are diverse in their composition in order to formulate creative ideas, solutions or other aims
- 4.3- Utilize vision, authenticity, credibility and trustworthiness to inspire others and sustain organizational commitment and satisfaction
- 4.4- Motivate others and achieve a commitment to a shared purpose
- 4.5- Demonstrate self-awareness and a willingness to seek and receive the feedback on one's performance from others and to modify one's approach to leadership
- 4.6- Show sensitivity to individual and cultural differences within groups and the ability to tailor one's style of leadership based on this knowledge
- 4.7- Identify, manage and resolve conflict and misunderstandings
- 5.5- Manage and regulate one's emotions
- 5.6- Demonstrate knowledge of when and where to seek assistance
- 5.7- Achieve balance between academic work and personal life
- 6.1- Demonstrate broader understandings of personal identities, including age, gender, race, ethnicity, sexual orientation, religion, spiritual affiliation, abilities, nationalities, and cultures and their intersectionality
- 6.2- Articulate an awareness of the impact of power, privilege, and oppression, as well as institutional factors of discrimination and prejudice
- 6.3- Demonstrate behaviors that reflect awareness of the UC San Diego Principles of Community
- 6.5- Articulate the tenets of positive social action and demonstrate the skills to promote it

Relationship to Student Affairs: Think Critically and Solve Problems, Communicate Effectively, Advance a Plan for Personal, Academic, and Professional Success, Lead in a Diverse Global Society

Learning Outcomes:
Assessment Project Start: 2/17/2015

Assessment Project End: 6/30/2015

Population/Sample: Participants of the Emerging Leaders Training are student-athletes who have been identified by their coaches as "up and coming" leaders with the potential to have a profound impact on their teams' success through their leadership, or those individuals who have expressed direct interest in the program. Participants of the Advanced Leadership Roundtable are student-athletes who are no longer preparing to become leaders on their teams, but are now acting in these leadership roles. There were 9 respondents to this survey. We had 70 participants in the Emerging Leaders Training and Advanced roundtable throughout the 2014-15 school year.

Type of Assessment: Student learning outcomes and/or behavioral outcomes

Other Assessment Type(s):

Assessment Methods: Surveys

Other Assessment Method(s):

Data Collection Tools: Assessment of growth in leadership and communication skills will be determined through Campus Labs Baseline surveys completed by the student-athletes participating in the program as well as through dialogue with head coaches and the facilitator.

..... Leadership Training Survey

Data Analysis Methods: Upon conclusion of the Emerging Leaders Training, participants complete an online learning outcomes survey administered through Student Voice. In addition to assessing learning outcomes, the survey gauges student satisfaction and overall effectiveness of the workshop.

How Your Results Will Be Presented: Findings are reviewed by Dr. Hackshaw and are used to assess and alter programming for the following quarter. Findings have also been incorporated into the Intercollegiate Athletics yearly program report.

Progress: 100%

Link Assessment Project in Campus Labs Baseline :

Name

Source

No items to display.

Summary of Findings: Findings indicate that over the past four years;

The material presented was more applicable to student leadership (80% applicability in 2011 to 100% in 2015 with an average improvement of 6.67% per year) and that a higher rate of participants believe that their peers within the workshop improved (from 66% in 2011 to 83.3% in 2015, with an average improvement of 6.67% per year).

When students were asked if their understanding and definition of leadership has changed as a result of completing the workshop, 55.56% reported that they 'strongly agree' and 44.44% reported that they 'moderately agree'.

Several open ended questions were asked of the Student-Athletes. Questions relating to comprehension and application of skills include;

When asked to summarize how their definition or understanding of leadership has changed;

Most predominant response themes: the need for conscious action, confidence in those actions, and adopting a team mindset

Sample of responses: "I understand that a leader doesn't have to be the best athlete on the team, just a person who has a caring heart and is able to handle situations in a constructive manner that keeps the team unified and invested" and "I realized that my voice didn't need to be the loudest, but my actions needed to be done with confidence".

When asked to re-evaluate their definition or understanding of leadership upon completion of the workshops;

Most predominant response themes: personal accountability, confidence, good communication

Sample of responses: "Leadership is hearing from others, taking responsibility for your actions as well as those of your teammates, promoting good communication between teammates and coaches, and knowing you have the ability to affect change".

After the completion of the workshop, students were asked to evaluate their role as a Student-Athlete leader;

Most predominant response themes: leading through actions, responsibility for team actions

Sample of responses: "My role as a student athlete leader is to help my team achieve our goals, and also to use my skills as an athlete (staying calm under pressure, listening, persistence) to help other teams I am on (like my programming partners) succeed."

When asked if skills acquired from the workshops were applicable to interactions with their teams

Most predominant response themes: improved communication, self-reflection, vocalization of issues

Sample of responses; "Every day, not only at practice but in social interactions. The skills I've learned promote good communication and help me be aware of not only my actions but those around me" and "I will take initiative to help teammates who are struggling with personal issues, injuries and give positive and negative feedback to my teammates so we can have a strong unified team."

Further, when asked if time invested in the workshops were beneficial, students responded that;

2011-12

66.67% 'strongly agree'

26.67% 'moderately agree'

6.67% 'neither agree nor disagree'

2012-13

94.44% 'strongly agree'

5.56% 'moderately agree'

2013-14

87.88% 'strongly agree'

12.12% 'moderately agree'

2014-15

88.89% 'strongly agree'

11.11% 'moderately agree'

Impact of Assessment:

The assessment findings indicate that the program is successful in developing communication skills, conflict management, and self-reflection. From the open-ended responses, we found that inclusion of Alumni who were formally student leaders, captains, or coaches would be beneficial. Additionally, the combination of both quantitative and qualitative questions allowed for a fuller picture of how Leadership Training participants were impacted by the program.

Lessons Learned:

An area that we see potential for continued improvement is the timeliness of the assessment. Electronic surveys were

distributed at the end of every quarter. Due to the proximity to vacation/school break times, survey responses were generally completed over the weeks following the end of the quarter. Adjusting the survey distribution time to prior to finals week should give more accurate information in the future.

Lastly, instead of using this assessment to gauge pre and post understanding of information, we will be looking into using a pre and post survey that will help clarify levels of understanding and give more accurate data on how opinions and beliefs have changed over the course of the trainings.

**Supplemental
Information:**

Last modified 7/31/2015 at 2:25 PM by [Kasey Benjamin](#)
Created 7/17/2015 at 1:18 PM by [Kasey Benjamin](#)