

Career Readiness Challenge:

Development of an online platform to support the translation of professional competencies learned through athletic participation to career readiness

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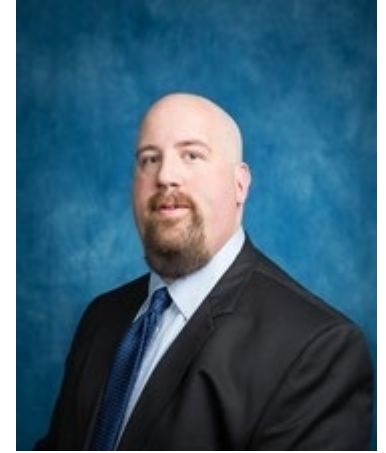
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Erin Minta
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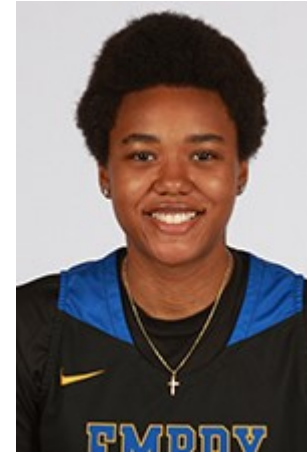
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Melanie Canfield
Mechanical Engineering
Volleyball



Olivia Roa
Human Factors
Volleyball



Sydney Jones
Aerospace Engineering
Basketball



Megan Smith
Business Administration
Soccer

National Association of Colleges and Employers (NACE) identified eight critical competencies:



Career Preparation



Collaboration



Communication



Critical Thinking



Digital Technology



Global Fluency



Leadership



Professionalism

“The **ability to translate competencies** learned through athletic participation into real-world applications outside of the athletics context is a **high-impact practice**”
(Bell, 2018)

17% of employers perceived new hires to have **competency identifying and articulating one's skills, strengths, knowledge** to the position desired and career goals (NACE, 2018a)

Athletic and academic responsibilities may limit the student-athlete's ability to engage in career service activities (Buzzetta, Lenz, and Kennelly, 2017; Brown, Glastetter-Fender, & Shelton, 2000)

Objective: to develop a career readiness program that will enhance attitudes towards career planning and support the translation of athletic competencies into career contexts.

RQ1. How do perceptions of career readiness competency relate to student-athlete identities?

RQ2. How do student-athletes engage in the CRC?

RQ3. How does participation in the CRC affect career planning attitudes?



Career Readiness Challenge

Pilot Implementation

6 teams (3M/3W)

116 Student-Athletes

53 Days (~7 weeks)

Embedded within LMS

Career Readiness Challenge was designed using principles of gamification to drive motivation

Current Progress
Current Score: 525
Level up in 225 points

Rules Level 1 **Level 2** Level 3

Individual Leaderboard		Team Leaderboard	
Name	Score	Name	Score
MR	1205	(Women's)	258.08
DO	1165	(Men's)	90.94
GN	995	(Women's)	57.86
PB	525	(Women's)	35.93
BP	465	(Men's)	29.83
		(Men's)	22.65

Progress Bar

Leaderboard

Competition

Challenge Overview

- Introduction Complete 10
- Rules & Regulations Complete 10
- Competencies Complete 10

Onboarding

Random Rewards
Incentives

Bonus Opportunities

- FAQ
- Feedback

Field of Study

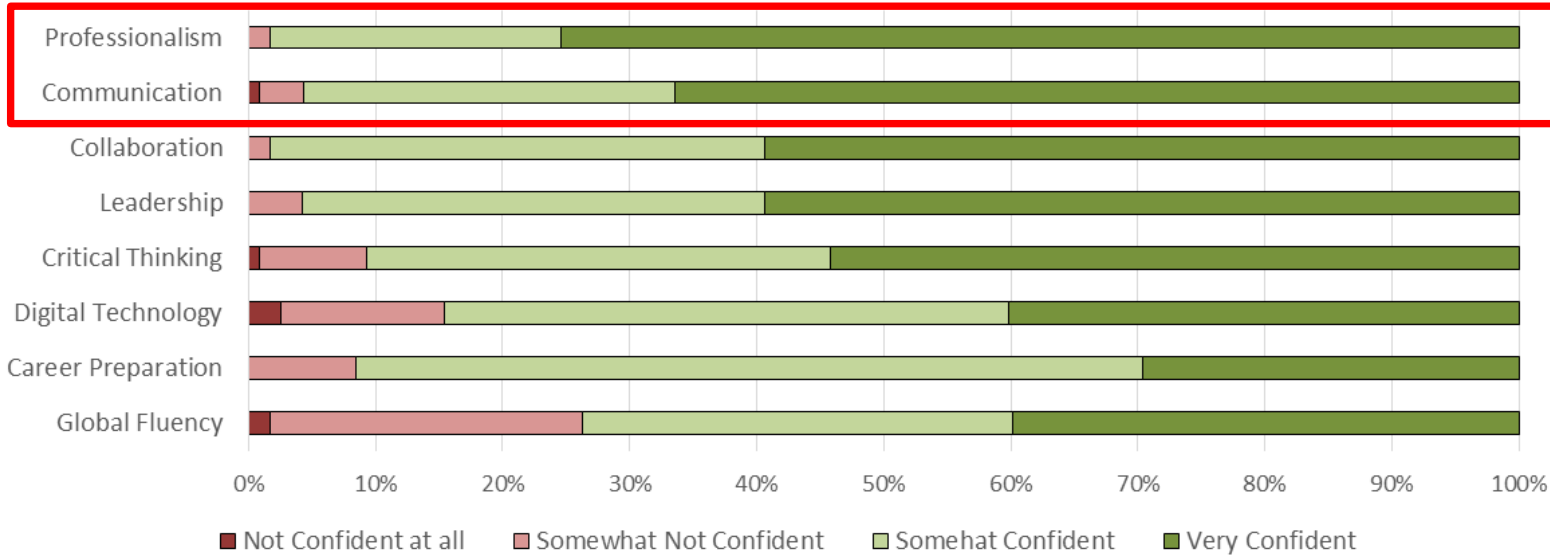
Job Search



Challenges
Levels

Networking

Marketing Your Skills

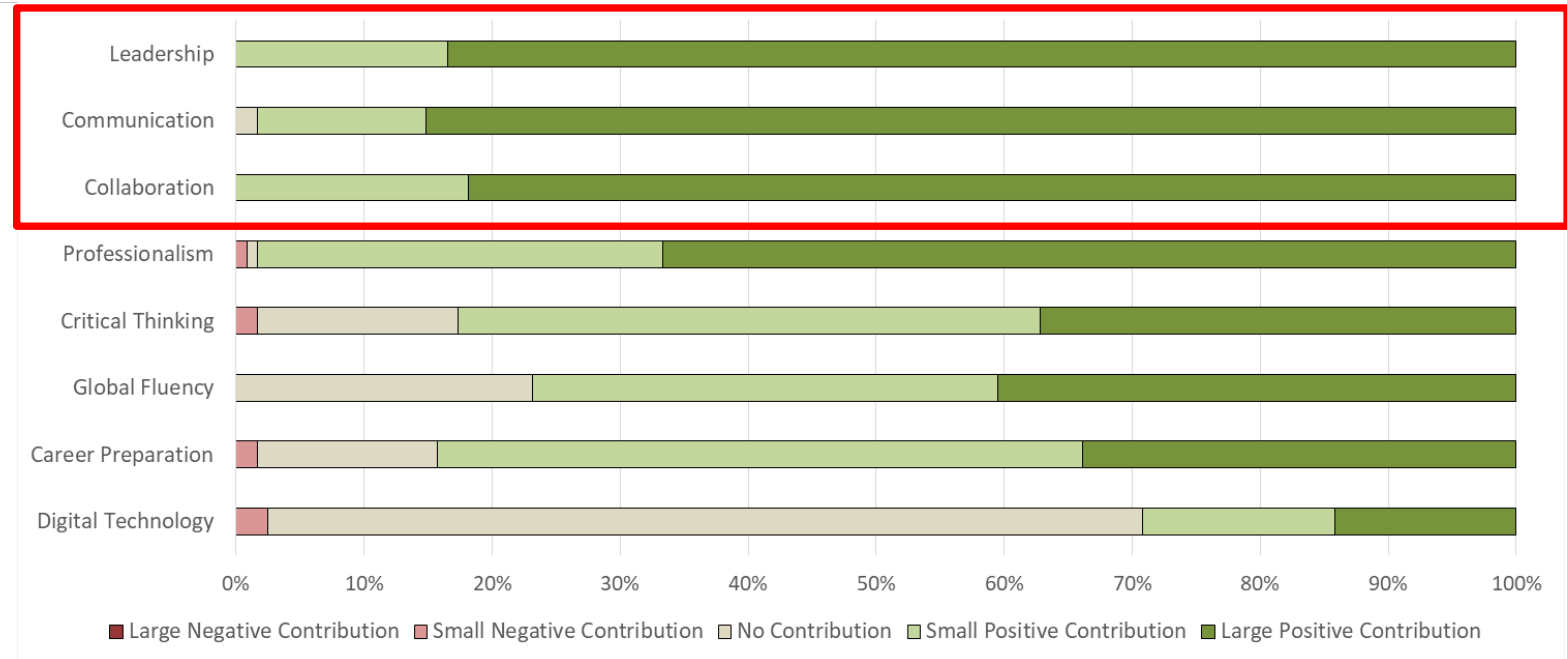


Student-Athletes perceive ability to effectively demonstrate:

- Professionalism
- Communication

Participation in athletics had a large positive contribution towards:

- Leadership
- Communication
- Collaboration



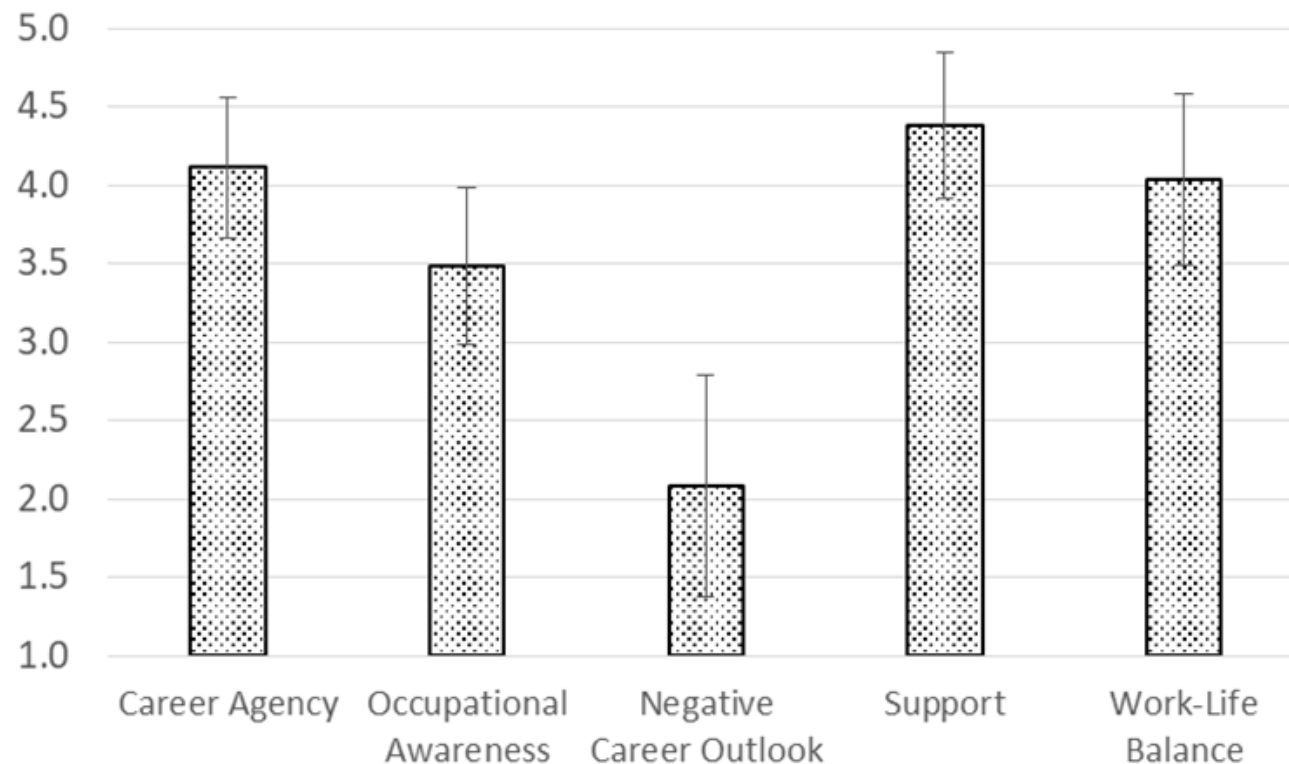


- **COMPETENCIES**
- **ORGANIZATIONS**
- **SCHOOL**
- **PEOPLE**

<https://commons.erau.edu/publication/1339/>

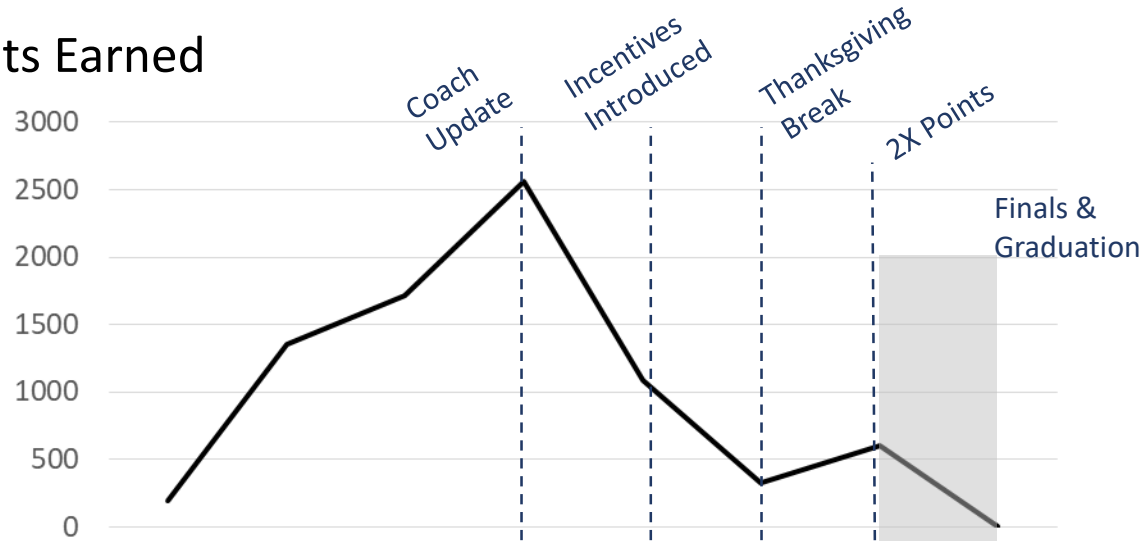
- 16 baseline one-on-one interviews
- 13 women; Three (3) men
- Nine (9) White; Five (5) Black
- Two (2) multi-racial, one (1) Hispanic
- Five (5) AeroEng, five (5) MechEng, three (3) CivilEng, two (2) HumFact, one (1) SoftEng

High perceptions of Support, Career Agency, and Work-Life Balance

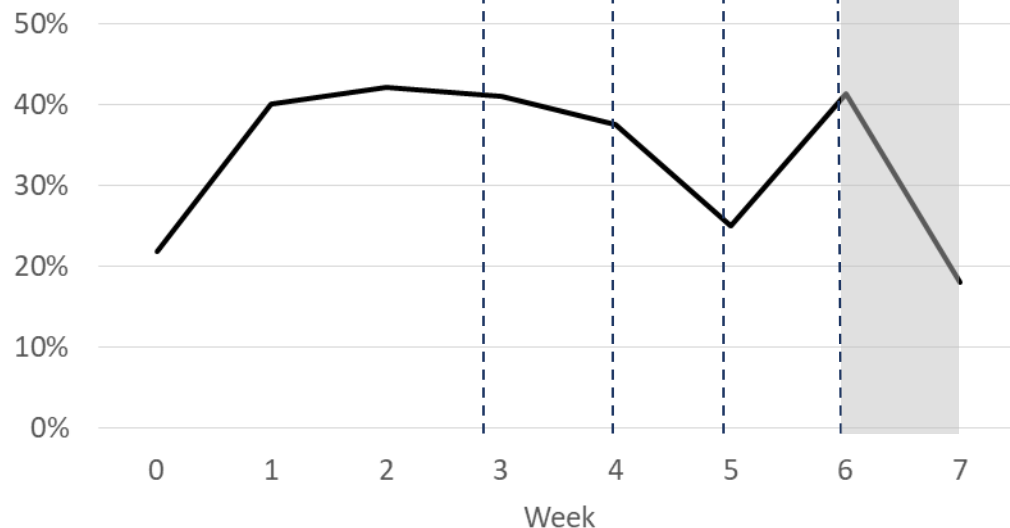


- ❖ **Female** student-athletes had significantly **lower** perceptions of **Occupational Awareness** than male peers $F(1,25)=5.783$, $p=.019$
- ❖ **International** student-athletes had significantly **higher** perceptions of **Work-Life Balance** $F(1,25)=5.784$, $p=.019$
- ❖ Interaction effect exists for Sex*Race*Academic Level with respect to Support $F(2,25)=3.399$, $p=.038$

Total Points Earned



Percentage of Visitors



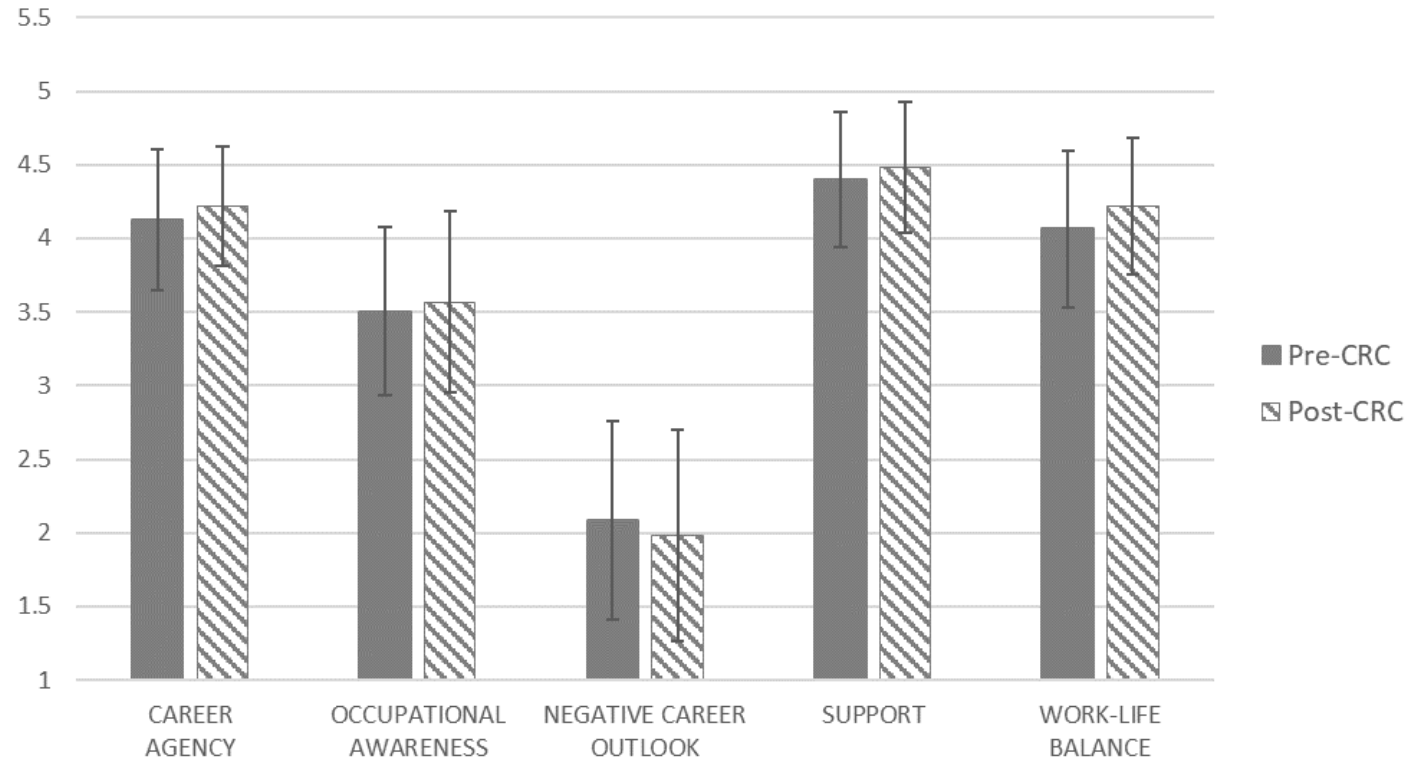
- ❖ 22% of participants were active users by points
- ❖ 44% of participants visited the site at least 40% of days
- ❖ **Female** student-athletes earned on average twice as many points as male
 $F(1,32)=5.926, p=.021$
- ❖ **More points** earned the closer a participant was to **graduation**
 $F(4,32)=4.688, p=.004$
- ❖ Interaction effect between Race*Academic Level was observed in points earned
 $F(3,32)=3.249, p=.035$

Post-CRC participation resulted in statistically higher scores for Career Agency ($p=.014$) and Work-Life Balance ($p=.010$)

❖ Gains in **Occupational Awareness** were predicted by number of **points** earned
 $F(1,21)=5.781, p=.022$

❖ Gains in **Work-Life Balance** were predicted by **Academic Level**
 $F(4,21)=3.380, p=.020$

❖ Interaction effect observed between **Race*Academic Level** for gains in **Work-Life Balance**
 $F(3,21)=3.633, p=.023$



Insights for Implementation

Direct integration into the Canvas LMS makes the course more accessible to student-athletes but may require IT support.

Timing of when the CRC is offered is important to participation. Holiday breaks and high testing times may limit participation.

Coaches and team culture can have a strong influence on participation by showing interest in career readiness.

Recommendations for Career Competency

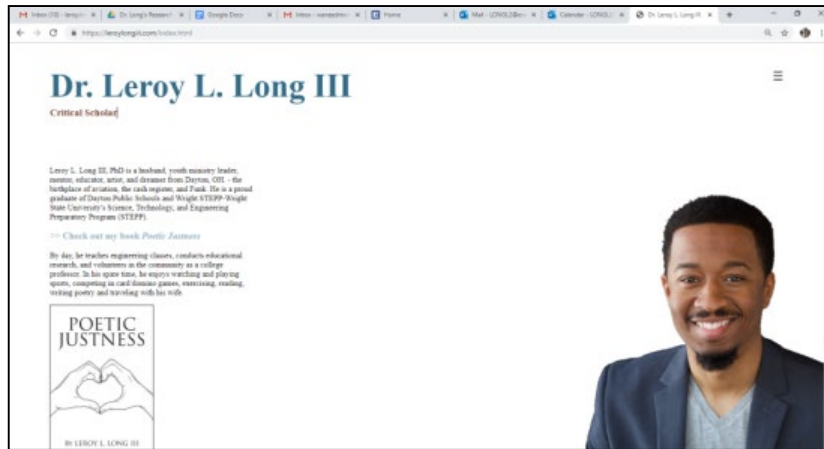
Provide student-athletes (across diverse demographic groups) with paid leadership positions in career service centers

Ensure student-athletes are connected to student chapters of professional organizations

Pair student-athletes with faculty/staff for career mentoring

Pair student-athletes with experienced peers for career mentoring

CONTACT INFORMATION & QUESTIONS



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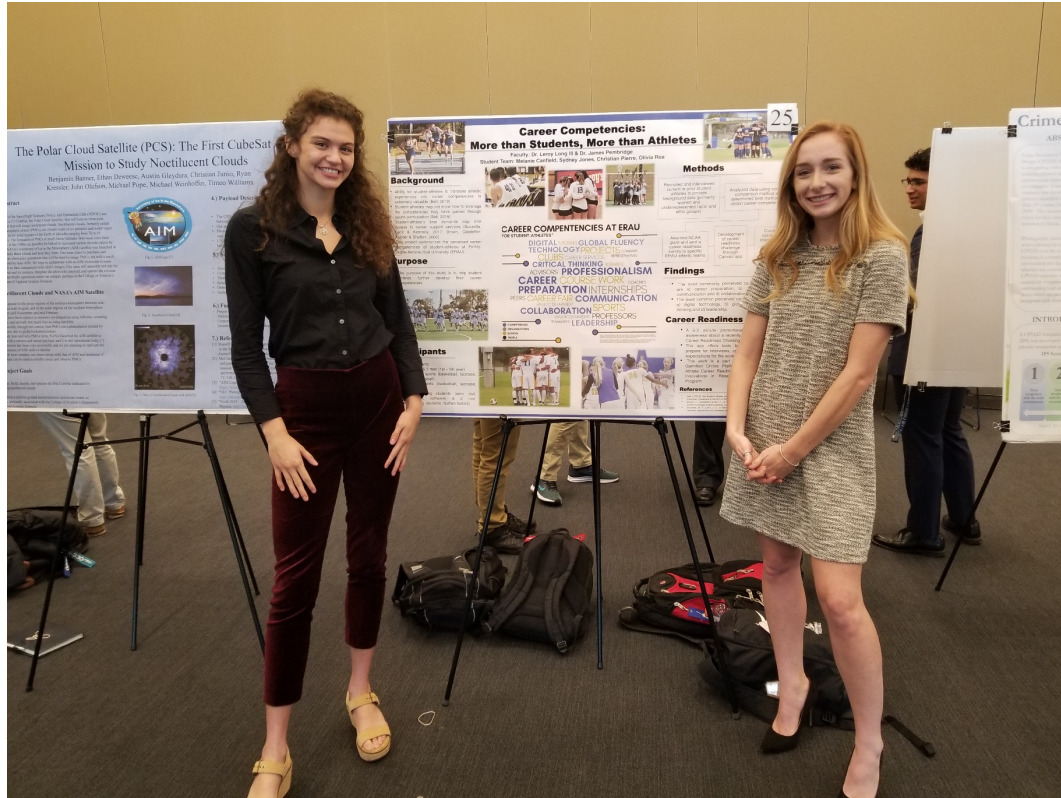
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<https://commons.erau.edu/db-srs/2019/poster/11/>



https://www.youtube.com/watch?v=hcyN1fs_SSU

2019

Infographic: STEM and Medical Careers Related to Sports

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SCIENCE IN SPORTS



SPORTS SCIENTIST

- Improve athlete health and performance
- Develop training programs
- Perform experimentation and research



MAJOR IN:

Exercise Science
Kinesiology
Exercise Physiology
Biomechanics
Movement Science

AVERAGE SALARY: **\$59,797**

MATERIALS SCIENTIST

- Research materials
- Develop new products
- Enhance existing products
- Testing and experimentation



MAJOR IN:

Material Science
Chemistry
Materials Engineering
Chemical Engineering
Mechanical Engineering

AVERAGE SALARY: **\$73,954**

SPORT PSYCHOLOGIST

- Enhance athlete performance
- Develop mental strategies
- Help with pressures and stresses of competing



MAJOR IN:

Sports Psychology
Psychology
Sports Science
Performance Psychology
Kinesiology

AVERAGE SALARY: **\$70,000**

DATA SCIENTIST

- Data-analytics problems
- Corrects data sets and variables
- Devising models and algorithms
- Interpreting data to solve problems



MAJOR IN:

Mathematics
Statistics