

Resilience for the Rocky Road: Supporting first year student-athletes in their transition to college

Student-Athlete Workbook Online Workshops

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Overview of the Student-Athlete Workbook

Enclosed in this workbook to the program and four modules designed around student-athletes challenges as they transition from high school to college. These four workshops include “Starting the journey with a balanced student-athlete identity”, “Coping with bumps along the road”, “Who’s got my back: Exploring social support for student-athlete”, and “Focus on the road ahead: Developing as a current and future leader”. Workshops were designed to be conducted in sequence but with slight modifications could be reordered or delivered individually.

In each workshop lesson plan you will find distinct program components:

- **Overview and Rationale** – This section provides a very brief research summary for why the topic is important for student-athlete development. These are designed to provide some idea of why the topic was chosen and why we hope that student-athletes develop these skills throughout their athletic career.
- **Expected Learning Outcomes** – This section provides specific statements for what student-athletes should know or be able to complete at the end of the workshop. The Expected Learning Outcomes were conceptualized first and activities in each workshop were designed to help athletes complete these tasks.
- **Provided Documents** – This section overviews the documents, activities and worksheets for the module.

Week 0 – “Overview of Program - Resilience for the Rocky Road”

Overview and Rationale

The transition from high school to college brings many challenges, yet also presents the opportunity for personal growth and development (Compas, Wagner, Slavin, & Vannatta, 1986; Gayles & Baker, 2015). Academically and socially, students encounter increased course rigor, decreased in-class time, and adjustment to new social groups (Kadison & DiGeronimo, 2004). Additionally, student-athletes encounter scrutiny from the public, extensive time commitments, and physical and mental demands as they combine athletic and academic pursuits (Carodine et al., 2001). For first year student-athletes, resilience emerges as a psychological quality that *can* greatly benefit student-athlete development. Strengths-based programming can aid in student-athletes creating a more holistic student-athlete experience linked to increased self-esteem (Martin, 1999), quality of life (Groff, Lundberg, & Zabriskie, 2009), and athlete satisfaction (Burns, Jasinski, Dunn, & Fletcher, 2012). Currently, several NCAA institutions offer programming to aid in this transition. However, little empirical data has been collected to assess the success of such programs, and programs have little standardization between institutions (Ohashii & Martin, in preparation). Because of the variation between programs, there is a need for systematic evaluation of standardized curriculum. Further, as NCAA institutions vary in available resources, creating multiple modes of programming can make programs more accessible to a larger number of member institutions and allow for the greatest impact. The following multi-modal resilience-based educational curriculum focuses on developing a healthy student-athlete identity, stress management and coping skills, social networks, and a leadership mindset.

Expected Learning Outcomes

- #1. Athletes understand the program's four components
- #2. Athletes begin to conceptualize the definition of resilience

This image shows a full page of blank white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for writing or drawing. There are no margins, text, or other markings present.

Week 1 - “Creating a balanced student-athlete identity”

Overview and Rationale

For many student-athletes, the athlete role is the most significant piece of their identity. In fact, some athletes see the role of student and athlete as competing, so they actively neglect growth opportunities outside of sport (Lance, 2004). Developing a narrow vision of one's identity can lead to difficulties such as lower career maturity (Houle, & Kluck, 2015) and anxiety as they transition out of sport (Brewer, Van Raalte, & Linder, 1993, Grove, Lavalley, & Gordon, 1997). In addition, this decreased exploration of identity can limit athletes' ability to demonstrate resilience, a trait Galli and Vealey (2008) and Fletcher and Sarkar (2012) identify as being critical to athlete success. While several universities have programming to aid in student-athletes' identity development (Ohashi & Martin, in preparation), these programs typically target junior and senior student-athletes as they prepare to graduate. Delivering this message earlier is critical to ensuring that athletes find the opportunities that allow for successful life after sport. Therefore, the first workshop will focus on **identity development** with assessment of their personal strengths and weaknesses, exploration of past experiences and how they shaped their identity, and how positive characteristics in sport can transfer to other life domains.

Expected Learning Outcomes

- #1. Assess one's own personal purpose, goals, motivation, strengths and weakness
- #2. Identify characteristics and assets of a healthy, balanced student-athlete
- #3. Identify barriers to a healthy student-athlete identity and ideas for overcoming those barriers
- #4. Explain how a healthy student-athlete identity will enhance resilience for the rocky road

Resource 1.1 Top 10 Core Values Activity

What are your Top 10 Core Values?

Items

Authenticity

Balance

Belonging

Change

Competitiveness

Courage

Creativity

Excellence

Excitement

Fairness

Fame

Fun

Growth

Integrity

Knowledge

Loyalty

Open Mindedness

Positivity

Problem Solving

Risk

Routine

Self-Respect

Social Responsibility

Teamwork

Trust

My Top 10 Core Values

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Resource 1.2 Personal Timeline Activity

Name:

Activity Purpose: Create your personal timeline and identify the most important *athletic, academic and life events* that have helped to develop you as the person you are today.

Instructions: Please identify the significant events in the past five years of your life leading up to this point.

- Identify at least one event for each year
- For each event, describe what happened, what you learned, and how did the event change you/your viewpoint on athletics, academics and/or life.

Junior High

Freshman Year of High School

Junior Year of High School

Senior Year of High School

Today

Personal Timeline Example

Name:

Activity Purpose: Create your personal timeline and identify the most important *athletic, academic and life events* that have helped to develop you as the person you are today.

Instructions: Please identify the significant events in the past five years of your life leading up to this point.

- Identify at least one event for each year
- For each event, describe what happened, what you learned, and how did the event change you/your viewpoint on athletics, academics and/or life.

Junior High

My Grandpa passed away in the 6th grade. I learned that I needed to stop taking the people in my life for granted, and to live everyday like it's my last. This changed a part in me and made me start to push myself harder in all aspects of my life.

Freshman Year of High School

As a freshman, I was named one of my high school's Top Ten Scholars of our freshman class. This accomplishment taught me that whatever you put your mind to, you will find success. Winning this award pushed me for the next three years to keep winning this award. And for all 4 years at my high school I was a Ton Ten recipient.

Junior Year of High School

My junior year of high school, I placed third at the state track meet. The previous year I had a breakthrough and I placed 8th. It was so exhilarating that I had moved from 8th to 3rd in one year. My coach and Mom were so supportive of me and helped me push myself to get to where I was. This proved to me that hard work paid off, and that if I kept pushing myself the way that I was, that nothing could stop me.

Senior Year of High School

My senior year, I won the State title in discus and placed 8th in shot put. I was never good at shot, at least I thought so, and knowing that I worked my butt off and it paid off was one of the best feelings I've ever had. Winning the disc title just further proved how much work I put in, every day in the ring and in the weight room, it had all paid off. This taught me that as an athlete, you can't get discouraged or worried after every tough lift or long throw, you must be patient and the work will show eventually.

Today

Being here at my current institution was the goal. So many people in my high school doubted me and my abilities to go D1, but yet I am here. I worked my butt off every day, was the first one to practice and the last one out every single day. And at the end of the day, that's all that a D1 program wants: players who sacrifice everything for the benefit of themselves and the team.

Resource 1.3 Personal Goals

Now we've identified the key events and experiences that have influenced who you are today, think about who you want to be now and in the future. In the activity below, review the 8 dimensions of wellness and *set one goal for each dimension* for you to achieve in your first year as a Redbird.

Social

Developing a sense of connection, belonging, and a well-developed support system. Make at least one social connection daily, seek advice from peers or support groups and foster healthy relationships.

Your Social Goal:

Financial

Satisfaction with current and future financial situations. Make it a point to understand your finances, establish good financial habits and plan for the future.

Your Financial Goal:

Emotional

Coping effectively with life and creating satisfying relationships. Listen to your feelings and express them to people you trust to maintain a positive outlook.

Your Emotional Goal:

Intellectual

Recognizing creative abilities and finding ways to expand knowledge and skills to foster curiosity. Be open to new ideas, insights, and wisdom.

Your Intellectual Goal:

Occupational

Personal satisfaction and enrichment from things you are passionate about, whether it is through work, school, or volunteering.

Your Occupational Goal:

Environmental

Good health by occupying pleasant, stimulating environments that support well-being. A positive environment has a calming effect and should also be a place where you are safe.

Your Environmental Goal:

Physical

Reduce your risk of many illnesses by increasing activity levels according to your abilities, getting restful sleep at night, choosing healthy and balanced foods, and exploring ways to reduce stress and increase energy levels.

Your Physical Goal:

Spiritual

Expanding a sense of purpose and meaning in life. Enhance your connection to self, nature, and others to bring balance and peace in your life. Take time to discover what values and beliefs are most important to you.

Your Spiritual Goal:

Resource 1.4 Create Your Balanced Student-Athlete Identity

A list of identity domains is presented below. Your task is to identify how important each identity domain is for you. Insert a score for each domain (you can score each between 0-100 points). Your total should equal 100 points.

Student	
Ethnicity	
Religion	
Sibling	
Personality	
Geographic Region	
Race	
Gender	
Career	
Health	
Family	
Intellectual Development	
Parent	
Romantic Skills	
Daughter/Son	
Athlete	
Total	100

[illegible]

Week 2 - “Coping with bumps along the road”

Overview and Rationale

One especially critical factor in how student-athletes manage stress effectively is their method of coping. Stress is inevitable in the life of a college student (Brown, 1992) and failure to cope effectively with stress may lead to short- and long-term issues (Chang, 2006; Hudd et al., 2000). The most common coping models distinguish between problem-focused and emotion-focused coping strategies (Lazarus & Folkman, 1984). Problem-focused coping refers to efforts that identify and solve a problem while emotion-focused coping decrease emotional distress and are utilized when the problem cannot be modified. Both types of coping are especially important for student-athletes, but emotion-focused coping is especially critical for resilience as effective cognitive appraisal and psychological response to stress have been shown to facilitate resilience (Fletcher & Sarkar, 2012). The second workshop will focus on athletes' self-assessment of their coping style preferences, expose them to varied coping strategies, and aid in creating a specific coping plan for when stress occurs in both academics and sport.

Expected Learning Outcomes

- #1. Summarize and provide examples of problem- and emotion-focused coping for sports, school, and other life contexts
- #2. Demonstrate several specific coping strategies
- #3. Create a personal coping plan with specific examples of various coping mechanisms from both coping categories
- #4. Explain how coping strategies enhance resilience for the rocky road

Resource 2.1 Coping Preferences Survey

Assessing My Problem-Focused Coping Strategies and Behaviors	
Instructions: There are lots of ways to try to deal with stress. This questionnaire asks you to indicate what <i>you</i> generally do and feel, when <i>you</i> experience stressful events. Obviously, different events bring out somewhat different responses, but think about what you <i>usually</i> do when you are under a lot of stress. Please rate each item using a 1-5 scale.	
Active Coping	0
I take additional action to try to get rid of the stressor. I concentrate my efforts on doing something about it. I do what has to be done, one step at a time. I take direct action to get around the stressor.	
Planning	0
I try to come up with a strategy about what to do. I make a plan of action. I think hard about what steps to take. I think about how I might best handle the stressor.	
Suppression of Competing Activities	0
I put aside other activities in order to concentrate on this. I focus on dealing with this stressor, and if necessary let other things slide a little. I keep myself from getting distracted by other thoughts or activities. I try hard to prevent other things from interfering with my efforts at dealing with this.	
Restraint Coping	0
I force myself to wait for the right time to do something. I hold off doing anything about it until the situation permits. I make sure not to make matters worse by acting too soon. I restrain myself from doing anything too quickly.	
Seeking Social Support for Instrumental Reasons	0
I ask people who have had similar experiences what they did. I try to get advice from someone about what to do. I talk to someone to find out more about the situation. I talk to someone who could do something concrete about the stressor.	
Seeking Social Support for Emotional Reasons	0
I talk to someone about how I feel. I try to get emotional support from friends or relatives. I discuss my feelings with someone. I get sympathy and understanding from someone.	

Assessing My Emotion-Focused Coping Strategies and Behaviors	
<p>Instructions: There are lots of ways to try to deal with stress. This questionnaire asks you to indicate what <i>you</i> generally do and feel, when <i>you</i> experience stressful events. Obviously, different events bring out somewhat different responses, but think about what you <i>usually</i> do when you are under a lot of stress. Please rate each item using a 1-5 scale.</p>	
Acceptance	0
I learn to live with it. I accept that this has happened and that it can't be changed. I get used to the idea that it happened. I accept the reality of the fact that it happened.	
Focus on and venting of emotions	0
I get upset and let my emotions out. I let my feelings out. I feel a lot of emotional distress and I find myself expressing those feelings a lot. I get upset and am really aware of it.	
Denial	0
I refuse to believe that it has happened. I pretend that it hasn't really happened. I act as though it hasn't even happened. I say to myself "this isn't real".	
Behavioral Disengagement	0
I give up the attempt to get what I want. I just give up trying to reach my goal. I admit to myself that I can't deal with it and quit trying. I reduce the amount of effort I'm putting into solving the stressor.	
Mental Disengagement	0
I turn to work or other substitute activities to take my mind off things. I go to movies or watch TV, to think about it less. I daydream about things other than this. I sleep more than usual.	
Positive Reinterpretation and Growth	0
I look for something good in what is happening. I try to see it in a different light, to make it seem more positive. I learn something from the experience. I try to grow as a person as a result of the experience.	

Resource 2.2 Coping Strategies for Academic Stress

Example Student-Athlete Quotes of Academic Stressors:

1. "Academically, was probably just balancing the load with travel, especially being a fall sport, coming in and having your season be the first season you are ever playing and then now your first semester of college – it's like woah this is a lot of stuff. I remember not knowing my schedule because they set it for you freshman year, and I came and was like 'where am I going?'".
2. "When we were travelling it was stressful because we were missing class and some professors were totally willing to work with you and others aren't really a fan of it, so then you have to work through that challenge".
3. "So when I was in high school I had to do a lot of my own time management so I thought that I was prepared for college and ready to go into it, really smart and yada yada, but in reality it's like with Volleyball being an everyday thing and your sport being the number one priority you really have to manage that time well".
4. "So, for academic challenges, the classes were definitely a lot harder and it was harder to balance my classes with my sport schedule as well. I had a math class right at the beginning and I'm awful at math and it was a completely different level, so that was really difficult for me".

Example Student-Athletes Quotes of Coping Strategies for Academic Stressors:

1. "It came to that point where you have to admit to yourself, 'yes, I do need that extra help' because you might not have extra time in your day to spend on that one math problem, you need to shorten it with that little help from a tutor and I think that was one big realization for me.
2. "My experience here was very smooth sailing, I think people are there to help you but you also have to use them like office hours aren't just for no reason, making that relationship with a professor makes all the difference, so that was something that I really used and really helped me.
3. Definitely stay organized and planners, I know that sounds so cheesy but it's true, like writing things down because in college, the first week as a freshman especially you have 20 meetings every week it's crazy and you have to keep on-top of everything. I honestly set alarms on my phone because that's the best for me. So, just knowing yourself enough to say 'ok, will I remember this, do I need to write this down, or do I need an alarm to literally make noise at me in the middle of the day to remember'.
4. So, academic pressures and stuff like that I would try to stay really organized and talk to the study center, it is really great we have like targeting to keep us on track with exams and assignments so that is really great to know where I'm at and what I need to do.
5. "I'm a very social person, I like to hang out with my friends, and that was probably one of the hard to realize that there are going to be times where I have to say 'no, I can't go and get ice cream with you guys, or I can't hang out tonight, I have to study'".

Student-Athlete Activity

After learning about the academic stress that you might face as a first-year student-athlete, **please identify and rank the Top 3 coping strategies that you will use when you encounter academic stress.**

Items

1. Active Coping
2. Planning
3. Suppression of Competing Activities
4. Restraint Coping
5. Seeking Social Support for Instrumental Reasons
6. Seeking Social Support for Emotional Reasons
7. Acceptance
8. Focus on and Venting of Emotions
9. Denial
10. Behavioral Disengagement
11. Mental Disengagement
12. Positive Reinterpretation and Growth

Top 3 Coping Strategies for Academic Stress

1. _____
2. _____
3. _____

Resource 2.3 Coping Strategies for Athletic Stress

Example Student-Athlete Quotes of Athletic Stressors:

1. "You want to support your teammate and be there for her and want her to do the best possible, but you also want to play and do your best, but you don't want to wish anything ill on your teammate and have her not do well just for your own benefit".
2. "A time that I was pretty challenged athletically, I have a tendency to get very frustrated and pissed off at myself, and that is a tactic we work to fix playing on the field is you want to have positive talk, be confident, know that you are good and out there for a reason. Well, I'm really good at degrading myself, down talking myself, saying 'that wasn't good enough, you need to be better' doesn't cut it.
3. "At first it was just a confidence issue because I was always the top of my team in the past, I've always been the top which was always what I was used to for the most part, but once I got to college I kind of realized that there are a lot of people out there and the level of athletics is exponentially higher. So, once I got to college everyone was either at my level or above, so I really just needed to believe in myself and the confidence was key".
4. "The challenges that came along with being on a new team is like it's Division 1, I was really like nervous at first and id never been in a weight room before so that was definitely like a really scary thing, I walked in there my first day and was like 'I have no idea what I'm doing' so that was definitely really stressful.

Example of Student-Athlete Quotes of Coping Strategies to Athletic Stressors:

1. "I struggled a lot during preseason, I spoke to coaches, teammates, and ultimately what helped me overcome that challenge was I went and saw a sport psychologist and she helped me go through like breath control those types of things that helped me calm myself down because it was when I got worked up that I was struggling. So, I used those resources and when I came back and started using those things, I was able to get into my play and I realized that I was good enough and I did earn this position".
2. "I think another big thing is that we napped a lot freshman year, like three-hour increments of napping so that really helped".
3. "Another thing that I really noticed was that volleyball became so much faster than it was when I would play travel or even in high school. So, that transition really opened my eyes to how much I needed to improve my own game. So, that became putting in the extra hours watching film, taking in extra reps before and after practice, just to relieve the stress I knew I had to do more".

Student-Athlete Activity

After learning about the athletic stress that you might face as a first-year student-athlete, **please identify and rank the Top 3 coping strategies that you will use when you encounter athletic stress.**

Items

1. Active Coping
2. Planning
3. Suppression of Competing Activities
4. Restraint Coping
5. Seeking Social Support for Instrumental Reasons
6. Seeking Social Support for Emotional Reasons
7. Acceptance
8. Focus on and Venting of Emotions
9. Denial
10. Behavioral Disengagement
11. Mental Disengagement
12. Positive Reinterpretation and Growth

Top 3 Coping Strategies for Athletic Stress

1. _____
2. _____
3. _____

Resource 2.4 Coping Strategies for Academic Stress

Example Student-Athlete Quotes of Social Stressors:

1. "I tried to be the person that other people wanted me to be rather than being myself in order to seek out more friends, and then when second semester rolled around, I went home for Christmas and when I came back I had realized that I needed to flip a switch and everything was better socially knowing that if I'm just myself people are 100% more prone to accepting you for who you are rather than somebody that you're trying to be.
2. "This is very obvious for most people, but when you go to college a lot of people are tempted socially and that's part of it, it's good to enjoy yourself, but you're on a team, you made a commitment, and there are sacrifices you have to make. I learned the hard way a couple times, like there are some things you have to say no to and you have to be able to say no when you know it's important and you know your priorities.
3. "So, I'm like really far away from my home, so socially it was tough for me to see everyone's parents coming to games and I was one of a couple athletes that didn't have their parent there.

Example Student-Athlete Quotes of Coping Strategies to Social Stressors:

1. "A lot of the time it is getting away from the things you always do, that I think is really important like especially you can get so caught up in school and sport, and just taking a step back and setting a side a time to sit down. Our favorite place is Dunkin, we love to go to Dunkin and we get coffee, so like 'hey, let's go get coffee, are you free tomorrow at 11' and we'll go sit, drink our coffees, and next thing you know you're there for three hours and you just had a release of being able to build those relationships and get away from the things that are always stressing you out."
2. "Something that really helped us was me and my roommate were both like 'hey, why don't we on Friday nights or nights that we know we shouldn't go out or do those things, let's watch a movie or go get ice cream. You can still have fun without putting yourself at risk to get in trouble or be tired the next day'."

Student-Athlete Activity

After learning about the academic stress that you might face as a first-year student-athlete, **please identify and rank the Top 3 coping strategies that you will use when you encounter social stress.**

Items

1. Active Coping
2. Planning
3. Suppression of Competing Activities
4. Restraint Coping
5. Seeking Social Support for Instrumental Reasons
6. Seeking Social Support for Emotional Reasons
7. Acceptance
8. Focus on and Venting of Emotions
9. Denial
10. Behavioral Disengagement
11. Mental Disengagement
12. Positive Reinterpretation and Growth

Top 3 Coping Strategies for Academic Stress

1. _____
2. _____
3. _____

[illegible]

Week 3 - “Who’s got my back?”

An athlete’s ability to identify their social support and engage in the process of cultivating healthy relationships is critical to managing stress and demonstrating resilience in stressful situations. In fact, in a recent review of both the occupational and sport settings, Bryan, O’Shea, and MacIntyre (2017) found that support was the most highly cited psychological resource associated with the resilience process. If athletes perceived high levels of social support, they were more apt to have a facilitative response to stress (Fletcher & Sarkar, 2012). Additionally, a recent study indicated that the support type athletes received (e.g., informational, emotional, and esteem) accounted for unique variance in athletes’ satisfaction with coaches and their own sport experiences. In the third workshop, student-athletes will identify the various types of social support that exist, self-assess their own support networks, and produce a plan on how to use those networks when they encounter stressful situations.

Expected Learning Outcomes

- #1. Identify the various types of social support and recognize effective verbal and non-verbal communication for sports, school, and other life contexts
- #2. Assess preferences for social support and social support strengths and weaknesses
- #3. Create a plan on ways to supplement their own social support networks with specific examples.
- #4. Explain how social support will enhance resilience for the rocky road.

Resource 3.1 Student-Athlete Examples

Examples Student-Athlete Quotes of Informational Support:

1. "Especially within school, I would reaching outside of Soccer has been something that's been scary but also a new experience that has been fun. I think that's something a lot of student-athletes are afraid to do is reach outside of their world, but it really helps you open up to the world and it helps you get connections like now I have girls and guys in my classes that I can text when I miss class and be like 'hey, can you meet up with me because this professor isn't wanting to help me, like can you help me?' So, having those relationship is super helpful.
2. "I remember my first semester I had Biology 101 and it was really hard for me with the language barrier, so right away I got a tutor and he helped me so well and I got an A in the class. So, I just try to use all the resources we are given".
3. "One of the resources I sought out was our team sport psychologist who is an amazing resource that helps with individual and team sport psychology. She met with us as a team and we went over lots of different tactics and things that we can do as a team and as individuals to conquer those frustrations".

Example Student-Athlete Quotes of Emotional Support:

1. "Once I got to know a few of the girls on the team and once I built those relationships within my class, being able to lean on them and their families was super helpful because it is hard when you are one of the two athletes that's far away from home and you don't get to hug mom and dad every game or whatever that may be".
2. "I call home, I talk to my parents because they are always a great shoulder to lean on, somebody to talk to, somebody to listen to my stories, but I also sought out the sport psychologist to talk to not only to talk about sports, I mean she is great at her job and will talk about anything, so I know that there were things completely outside of softball that I wanted to talk about with her and she was a great listener and willing to talk about any and all stories that I had".

Example Student-Athlete Quotes of Esteem Support:

1. "The support that I got again from my parents say 'you're here for a reason, you work hard', and then my teammates that were in my class that were probably my best friends, they were there for me and they supported me, and we live together so I know they were a really good support system for me.
2. "The two seniors in my freshman year were very helpful and I couldn't have asked for better captains my first year at college because they were always there to support me and really helped me believe in myself because they were always like 'you'll make the line-up one day, it just takes time, just keep working hard and do what you're told and everything will pay off".

Example Student-Athlete Quotes of Network Support:

1. "So when I was facing the tough classes, at first I was struggling like 'you can do this on your own, you're an independent women, you got this', but then I was like 'you know what, you don't always have to do it on your own'. I started realizing how many resources were available through athletics, there is tutoring available for me, I talked to my coach and he said you can go talk to your academic advisor, we have all these people at the study center, so they really helped me branch out, take the load off, and made it so much easier for me".
2. "Your staff around you, there job is literally to help you, they get paid to help you, so use it. It seems weird sometimes to talk to someone about really vulnerable things, especially if they're staff members, but that's what they're there for".

Example Student-Athlete Quotes of Tangible Support:

1. "My mom is a teacher, so she has always taken our grades very seriously, getting good grades was always something that was really important to the whole family. So, when I was seeking out different study strategies to help me with that academic adjustment from high school to college, she was there offering different suggestions and advice for study tools whether it was flashcards, quizzes on line etc."

Resource 3.2 Assessing Social Support

Assessing My Desired Types of Social Support	
<p>Instructions: We are interested in learning what support you desire from significant others in your lives (e.g., coaches, class/teammates, professors, parents). We want to know what is important and what kind of things you desire from these significant others. For each of the items below, please indicate how much of each behavior you desire from these significant others using a 1 (Not at all Desirable) to 5 (Strongly Desirable).</p>	
Emotional Support	0
<p>Telling you that they love you and feels close to you.</p> <p>Expressing understanding of a situation that is bothering you, or disclosing a similar situation that they experienced before.</p> <p>Comforting you when you are upset by showing some physical affection (e.g., hugs).</p> <p>Promising to keep problems you discuss in confidence.</p> <p>Providing you with hope or confidence.</p> <p>Expressing sorrow or regret for your situation or distress.</p> <p>Offering attentive comments when you speak.</p>	
Esteem Support	0
<p>Expressing esteem or respect for a competency or personal quality of yours.</p> <p>Telling you that you are still a good person even when you have a problem.</p> <p>Trying to reduce your feelings of guilt about a problem situation.</p> <p>Asserting that you will have a better future than most people will.</p> <p>Expressing agreement with your perspective on various situations.</p> <p>Telling you that a lot of people enjoy being with you.</p> <p>Assuring you that you are a worthwhile person.</p>	

Network Support	0
<p>Offering to provide you with access to new companions.</p> <p>Offering to do things with you and have a good time together.</p> <p>Connecting you with people whom you may turn to for help.</p> <p>Connecting you with people whom you can confide in.</p> <p>Reminding you of the availability of companions who share similar interests or experiences with you.</p> <p>Offering to spend time with you to get your mind off something (chatting, having dinner together, going to a concert, etc.).</p> <p>Helping you find the people who can assist you with things.</p>	
Informational Support	0
<p>Giving you advice about what to do.</p> <p>Analyzing a situation with you and telling you about available choices and options.</p> <p>Helping you understand why you did not do something well.</p> <p>Telling you whom to talk to for help.</p> <p>Giving you reasons why you should or should not do something.</p> <p>Teaching you how to do something that you don't know how to do.</p> <p>Providing detailed information about the situation or about skills needed to deal with the situation.</p>	
Tangible Support	0
<p>Offering to lend you something (including money).</p> <p>Taking you to see a doctor when you don't feel well.</p> <p>Taking care of your domestic chores when you are feeling ill due to a cold.</p> <p>Doing laundry or cooking for you while you are preparing for an important task.</p> <p>Joining you in some activity in order to alleviate stress.</p> <p>Expressing willingness to help you when you are in need of help.</p> <p>Offering to help you do something that needs to be done.</p>	

Assessing My Received Types of Social Support	
<p>Instructions: We are interested in learning what support you receive from significant others in your lives (e.g., coaches, class/teammates, professors, parents). We want to know what is important and what kind of things you receive from these significant others. For each of the items below, please indicate how much of each behavior you receive from these significant others using a 1 (Not at all received) to 5 (Receive frequently).</p>	
Emotional Support	0
<p>Telling you that they love you and feels close to you.</p> <p>Expressing understanding of a situation that is bothering you, or disclosing a similar situation that they experienced before.</p> <p>Comforting you when you are upset by showing some physical affection (e.g., hugs).</p> <p>Promising to keep problems you discuss in confidence.</p> <p>Providing you with hope or confidence.</p> <p>Expressing sorrow or regret for your situation or distress.</p> <p>Offering attentive comments when you speak.</p>	
Esteem Support	0
<p>Expressing esteem or respect for a competency or personal quality of yours.</p> <p>Telling you that you are still a good person even when you have a problem.</p> <p>Trying to reduce your feelings of guilt about a problem situation.</p> <p>Asserting that you will have a better future than most people will.</p> <p>Expressing agreement with your perspective on various situations.</p> <p>Telling you that a lot of people enjoy being with you.</p> <p>Assuring you that you are a worthwhile person.</p>	

Network Support	0
<p>Offering to provide you with access to new companions.</p> <p>Offering to do things with you and have a good time together.</p> <p>Connecting you with people whom you may turn to for help.</p> <p>Connecting you with people whom you can confide in.</p> <p>Reminding you of the availability of companions who share similar interests or experiences with you.</p> <p>Offering to spend time with you to get your mind off something (chatting, having dinner together, going to a concert, etc.).</p> <p>Helping you find the people who can assist you with things.</p>	
Informational Support	0
<p>Giving you advice about what to do.</p> <p>Analyzing a situation with you and telling you about available choices and options.</p> <p>Helping you understand why you did not do something well.</p> <p>Telling you whom to talk to for help.</p> <p>Giving you reasons why you should or should not do something.</p> <p>Teaching you how to do something that you don't know how to do.</p> <p>Providing detailed information about the situation or about skills needed to deal with the situation.</p>	
Tangible Support	0
<p>Offering to lend you something (including money).</p> <p>Taking you to see a doctor when you don't feel well.</p> <p>Taking care of your domestic chores when you are feeling ill due to a cold.</p> <p>Doing laundry or cooking for you while you are preparing for an important task.</p> <p>Joining you in some activity in order to alleviate stress.</p> <p>Expressing willingness to help you when you are in need of help.</p> <p>Offering to help you do something that needs to be done.</p>	

Resource 3.3 Receiving Social Support Activity

Scenario 1: Roommate Conflict

You are beginning to get frustrated with your new roommate. The roommate stays up late (you do not), has people over at all times who are noisy and makes it hard to find time to study, consistently eats your food, and doesn't clean up after themselves.

First, what type of support will you seek? Choose the best type of support from the list below.

1. Informational Support
2. Esteem Support
3. Emotional Support
4. Network Support
5. Tangible Support

Second, who will you go to receive this support during this roommate conflict situation. Please rank in order (1 = most likely and 7 = least likely).

Head Coach, Teammate, Sport Psychologist, Parent/s, Friends outside of team, Assistant Coach/es, Residential Assistant (RA)

Scenario 2: Relationship Breakup

You have just learned that your significant other wants to break up with you. You have been dating for over a year and you thought this might be someone that you would be involved with long term. You feel like this break up has come "out of nowhere" and is "unexpected".

First, what type of support will you seek? Choose the best type of support from the list below.

1. Informational Support
2. Esteem Support
3. Emotional Support
4. Network Support
5. Tangible Support

Second, who will you go to receive this support during this roommate conflict situation. Please rank in order (1 = most likely and 7 = least likely).

Head Coach, Teammate, Sport Psychologist, Parent/s, Friends outside of team, Assistant Coach/es, Residential Assistant (RA)

Scenario 3: Losing Starting Spot

You are angry because you have just lost your starting spot on your team. You believe that your coach has replaced you in the lineup with someone much less talented than you and you don't know why the coach made the change.

First, what type of support will you seek? Choose the best type of support from the list below.

First, what type of support will you seek? Choose the best type of support from the list below.

1. Informational Support
2. Esteem Support
3. Emotional Support
4. Network Support
5. Tangible Support

Second, who will you go to receive this support during this roommate conflict situation. Please rank in order (1 = most likely and 7 = least likely).

Head Coach, Teammate, Sport Psychologist, Parent/s, Friends outside of team, Assistant Coach/es, Residential Assistant (RA)

Resource 3.4 Providing Social Support Activity

What would be your **typical initial response** when your teammate gets a starting spot on your team and is chosen over you?

1. Active-Constructive Response ("I will act even more happy and excited than my teammate")
2. Passive-Constructive Response ("I will not make a big deal out of it but I will be happy for my teammate")
3. Active-Destructive Response ("I will remind my teammate that most good things have their bad aspects as well")
4. Passive-Destructive Response ("I will act and appear disinterested")

What would be **the most appropriate response** when your teammate gets a starting spot on your team and is chosen over you?

1. Active-Constructive Response ("I will act even more happy and excited than my teammate")
2. Passive-Constructive Response ("I will not make a big deal out of it but I will be happy for my teammate")
3. Active-Destructive Response ("I will remind my teammate that most good things have their bad aspects as well")
4. Passive-Destructive Response ("I will act and appear disinterested")

What would be your **typical initial response** when your teammate gets a perfect score on an exam that you both took?

1. Active-Constructive Response ("I will act even more happy and excited than my teammate")
2. Passive-Constructive Response ("I will not make a big deal out of it but I will be happy for my teammate")
3. Active-Destructive Response ("I will remind my teammate that most good things have their bad aspects as well")
4. Passive-Destructive Response ("I will act and appear disinterested")

What would be your **normal initial reaction** when your teammate gets a perfect score on an exam that you both took?

1. Active-Constructive Response ("I will act even more happy and excited than my teammate")
2. Passive-Constructive Response ("I will not make a big deal out of it but I will be happy for my teammate")
3. Active-Destructive Response ("I will remind my teammate that most good things have their bad aspects as well")
4. Passive-Destructive Response ("I will act and appear disinterested")

[illegible]

Week 4 - “Focus on the road ahead”

Coaches and athletes identify leadership as one of the most important life skills athletes should acquire and develop for sport and life success (Gould, Chung, Smith, & White, 2006). It is problematic, however, that coaches frequently identify poor leadership as a problem among adolescent athletes today, and many young athletes believe that they are not provided opportunities to exercise advanced leadership skills in the high school sport setting (Gould et al., 2006; Voelker, Gould, & Crawford, 2011). In the final workshop, student-athletes will reflect on and develop their personal leadership style and approach. They will identify explicit (e.g., ask for recommendations from coaches) and implicit (e.g., learn from role-modeling from teammates/peers) leadership development opportunities, while acknowledging both successes and challenges to provide a roadmap for navigating adverse times with resiliency. This workshop will culminate in the creation of a four-year plan for developing a resilient leadership mindset while also recognizing potential barriers to the development of leadership skills.

Expected Learning Outcomes

- #1. Define effective leadership and its application in sports, school, and other life contexts
- #2. Assess one's own leadership strengths and weaknesses
- #3. Identify opportunities to develop leadership as well as barriers that may exist
- #4. Explain how effective leadership will enhance resilience for the rocky road

Resource 4.1 Task and Social Leadership Survey

Assessing My Task and Social Leadership Styles	
Instructions: In the spaces below, please rate each item on a 1 (Strongly Disagree) to 5 (Strongly Agree) scale.	
Task Leadership	0
I work hard in practice and games. I instruct team members on specific skills and strategies. I help organize and run practices and other team activities. I help set goals for the team. I expect high levels of performance from myself and from my teammates. I point out others' mistakes and provide suggestions for correcting them.	
Social Leadership	0
I am warm and friendly towards my teammates. I help teammates with personal problems. I show respect for others on my team. I compliment teammates for good performances. I help settle conflict among team members. I look out for others on this team.	

Resource 4.2 Example Student-Athlete Quotes on the Barriers/Challenges to Leadership Development

1. "In high school I was always the captain of the team and those types of things and it came very naturally it was never something that I had to really acknowledge, I just felt that was who I was and what I did. So, it was very easy in high school and I thought in college it might come in my junior or senior year, but we actually re-voted at the end of my first semester for leadership group, and I got voted onto it, and I'm a one semester freshman, and I'm like 'oh boy, what is this?'. 75% of the team is older than me and some of the girls wanted to be in that position but didn't get voted in, so balancing those relationships with the older girls was a very big challenge for me and I'm just now managing it going into my junior season".
2. "I don't think that when you ask somebody who a leader is on your team, the first person that you pick necessarily wouldn't be a freshman. So, that's why I think it's really hard because I think people assume that you're young so you can't be a leader, and you can only be a leader if you've been through the program and you know the ropes".
3. "Sometimes I was kind of scared because I don't want to look like 'oh, I'm better than you', like you always have to respect your teammates no matter if they're better than you or not as good as you".
4. "My first year with these kinds of leadership struggles I started to realize this when I got the backlash from some of my upperclassmen teammates, but you realize that I know I've been doing well and I know that I've earned what I've been getting playing time wise, that sort of thing. When you get that kind of thing you need to realize that people act that way for a reason whether they are jealous, upset, or having something going on in their own lives".
5. "I feel like when you come into college you of course want to be a leader for the team, but it's really awkward with boundaries because you are a freshman, you are new to the team, and you don't know the environment. So, you don't want to overstep the boundaries, so it's really hard to find your place and be a leader, but also be respectful of those above you".
6. "In high school I was the captain of the tennis team and I loved it, we had the young guys and all that, but it's a unique experience coming here because I was the only American".

Resource 4.3 Barriers and Challenges to Leadership

What will be the biggest challenges to you developing as a leader this? Please rank (1= Biggest Challenge; 10 = Smallest Challenge)

Lack of Expectations for Me to Lead	
My Lack of Confidence in Leadership	
Lack of Relationship with Teammates	
Lack of Communication with Coach/es	
Struggling to Cope with the Pressure to Lead	
Controlling Coaching	
Lack of Opportunities to be a Leader	
Having to Lead Older Student-Athletes	
Lack of Respect from Teammates	
Lack of Playing Time Means I Can't Lead	

Resource 4.4 Example Student-Athlete Quotes their own Experience with Leadership Roles and Behaviors

1. External Leadership: “As a freshman I took on a different type of leadership role because I wasn’t the captain of the tennis team. The type of leadership I took was being the American, the guy that they would go to as a resource for help with their classes, for advice about college and living on your own in the dorms, none of them had lived in dorms before because when they go to college in their different countries they live in off-campus apartments, and it’s a unique experience being in a dorm with a bunch of freshman student-athletes. They would always go to me just about things they should get for their rooms and all that, so it wasn’t necessarily tennis it was kind of general everything about college. It kind of just happened, I didn’t expect it necessarily, but when it happened I just thought it was cool, I love when they come to me for support and with questions. Now, I always encourage them, every year with the new guys, just ‘come to me if you have any questions’”.
2. Motivational Leadership: “You always have to respect your teammates no matter if they’re better than you or not as good as you. So, I would always try to say it with kind words and always trying to be positive. Even if you think they did something wrong, you always try to take the positive side out of it because it’s better to lift people up than take people down”.
3. Motivational Leadership: “I’d say just to have a loud voice on the court or on the field, wherever it may be, because then you just show your confidence and show that you’re not afraid just because you’re a freshman and to either make mistakes or be successful, either way you’re really happy and excited to be there and that’s what gives the upperclassmen confidence in you”.
4. Social Leadership: “So, especially the first fall semester it was a lot of sitting back and picking up on the trends of the team and what people respond to and wouldn’t respond to, what our team liked and didn’t like as a whole. So, just observing, listening, and then asking questions when I did have them like asking an upperclassman a question because you’re unsure about something. So, being able to have those conversations and building those relationships with the older girls gave me the respect of them and then I had the respect back. So, that relationship helped me build leadership and then the team as a whole”.
5. Task Leadership: “So, I would always try to give feedback to teammates when they would do new dives that I’d been doing for a long time because I felt that I was a little more experienced on it. So, I would always try to be like ‘hey, this is a really good dive, keep going, keep doing the good work’, but also if they were doing something wrong or didn’t know how to do something I would always try to give drills or steps they could do either inside or outside the pool to get better all the time”.

Example Student-Athlete Quotes of Recommendations for Leadership Development

1. "There would be little things that I would go meet with my coach once a week every week, it was my choice and she thought that was really big initiative on me because not a lot of people do that and to make time in your day to go meet with your coach one-on-one, talk about just how to be better, really gave her confidence in me that I was here to win and I was here for a reason".
2. "If you'd listen, you'd be so amazed of the things that you can hear"
3. "Listening is a big part of being a leader, even if you're a freshman or senior, but especially a freshman like looking at who you want to be like and seeing how they act".
4. "Talk to your coach, have a really good one-on-one relationship not just with your head coach, but your assistant coaches and support staff because then it just builds a tighter bond and that's hard to build a lot as a freshman because there's so much on your plate, but then you realize they're here to support you".
5. "Leading by example I feel was the most important part of being a good leader my freshman year because you don't know the ropes yet, but what you can control is how you act, how you carry yourself, and how you react to things".

Resource 4.5 Leadership Goals

Please complete the statements below, thinking about your personal goals for leadership development throughout your freshman year. Please be specific and realistic when stating your goals.

This year, **I will act as a Task Leader** on my team by:

This year, **I will act as a Motivational Leader** on my team by:

This year, **I will act as a Social Leader** on my team by:

This year, **I will act as an External Leader** on my team by:

This year, **I will take initiative in my leadership development** by:

This year, **my leadership role-model** on my team will be:

This year, **I will develop a strong relationship with my coach/es** by:

This image shows a full page of blank white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for writing or drawing. There are no margins, text, or other markings present.