

Student Staff Leadership Development Framework

Mission: Develop leaders through student employment within Campus Recreation and Wellness.

Goal 1: Establish a comprehensive student staff leadership development framework for CRW.

Objective 1: Identify leadership competencies anchored in CAS Standards, the ECU integrated leadership framework, previous division research and the Leadership Identity Development model.

Objective 2: Identify the components necessary to implement the leadership framework.

Goal 2: Establish a strategy for assessing the student staff leadership development framework

Objective 1: Develop and utilize measurement tools to evaluate student leadership competencies and student success.

Objective 2: Collect and analyze longitudinal data from the measurement tools.

Objective 3: Evaluate the effectiveness of the framework process.

Leadership Competencies for CRW Student Staff

Adaptability – The ability to respond proactively to changed circumstances

Communication – The clear and effective transfer of information, ideas, or knowledge while listening, writing or speaking

Conflict Resolution – The ability to come to a reasonable conclusion between two or more parties with differing perspectives while being open-minded and respectful

Effective Reasoning – The use of complex information from a variety of sources including personal experience and observation to form a decision or opinion

Initiative – The ability to recognize and perform tasks with minimal supervision; demonstrate the ability to create innovative ways to enhance programs, policies and procedures

Integrity – The ability to exemplify dependability, honesty and trustworthiness; accepts personal accountability

Mentorship – An intentional process of providing learning opportunities, support, and challenge to individuals to foster personal and professional growth and development

Self-Awareness – Being able to realistically assess one's knowledge, performance and abilities and employ self-reflection to gain insight

Five Units of the Student Staff Leadership Development Framework

1. **Hiring and On-Boarding Unit:** Develop and/or review processes and standards for hiring and on-boarding of student employees. (Mark, Sam, Janis, Ainsley, Kristen, NEW payroll)
 - a. Hiring standards (gpa, experience, etc.)
 - i. **See handout for hiring standards**
 - b. Interview Standards
 - i. Group interviews
 - ii. Individual interviews
 - iii. Multiple applicant interview
 - iv. Hiring committees
 - v. Interview questions (8 competencies)

- c. Marketing-video, fair, recruitment, RCLS recruitment, website
 - i. When to hire each position
 - ii. Interested session for each?
- d. Applicant database
- e. Employee profile/iwebfolio
 - i. Meeting with IT scheduled
 - ii. Employee database (quizzes, notifications, documents, EPM, etc.)
- f. All Departmental Employee Manual
 - i. Best departmental practices and policies (warnings, reprimands, suspensions, terminations)
 - ii. Review dress code
 - iii. When to Work application
- g. Review job descriptions and job titles based on 8 competencies and new job process
- h. Review wages and protocol (review each before each budget year)
- i. Mentorship program/Supervision
- j. Completed questions regarding worker's compensation and interns as well as the hiring workshop given to CRW professional staff.
- k. **Marketing campaign for hiring leaders "We hire leaders" along with leadership development in interviews and assessing the characteristics that we are looking for along with job skills. Developing the "IT" factor. The "Apply Live" initiative.**

2. **Training and Development Unit:** Provide administrative oversight/guidance for workshops and trainings for personal and professional development of student employees. **(Jon, Georgia, Alan, Chad, Greg)**

- a. Professional staff development (train the trainer) **Priority Level 1**
 - i. At a staff meeting, professional staff will receive framework and rubrics.
- b. Staff Retreat **Priority Level 1**
 - i. Discussion about eight competencies will take place at the staff retreat to enable all staff to teach them to student staff.
- c. Fall CRW Training **(Jenny-Chair) Priority Level 1**
 - i. Teams of professional staff will teach competencies to student staff in groups using interactive activities.
- d. GA Orientation **(David chair) Priority Level 1**
 - i. Eight competencies will be presented in an interactive method while relating each to the GA positions.
- e. Embed eight competencies into mandatory staff trainings and encourage student staff to attend selective workshops sponsored by CRW, SIL, and other areas of SA. **Priority Level 2**
 - i. Collaborate with Laura McMaster (Leadership Cert.) or SA bank of trainings
 - ii. Other areas for training may include, but are not limited to :
 - 1. Supervision
 - 2. Risk mgmt.
 - 3. Diversity
 - 4. Resume (key terms by position), interviewing
 - 5. Public speaking
 - 6. Customer Service
 - iii. Selective workshops within CRW/Student Affairs
 - 1. Inventory all leadership-type workshops across SA and the University
 - 2. Send information pertaining to workshops to professional staff who will, in turn, encourage student staff to attend
 - 3. Professional staff need to create a method in their respective area to know when a student attended selective workshops.
 - iv. For professional staff: Creative ways to teach the 8 competencies
 - 1. Scenarios
 - 2. Role play
 - 3. Reinforcement/on-the-job training/on-going
 - 4. Students' past experiences with group discussion

5. Skits and debrief
 6. Q and A
 7. Quizzes/games/trivia
 8. Scavenger hunt
 9. Skill drills (breaking down the skill into several parts and putting it back together)
 - f. Student employee cross-training **Priority Level 3**
 - g. Assessment of each training session. Work with Unit 3 (performance and evaluation) **Priority Level 3**
 - h. **Leadership coaching workshop**
3. **Performance and Evaluation Unit:** Assist with developing tools and assessing data related to leadership competencies. **(Suzanne, Brian, Hannah)**
- a. Create supervisor/self-report evaluation instrument
 - b. Create and refine process for delivery of evaluation instrument
 - c. Assist supervisors with area specific examples for evaluation instrument
 - d. Organize and track completion of the evaluations **Priority Level 2**
 - e. Analyze evaluation data (with support from SA Assessment) on semester and yearly basis
 - f. Assess/make changes/improvement to eval instrument/process on as needed basis
4. **Student Involvement and Recognition Unit:** Identify and develop programs, incentives, and opportunities for recognition of student employees. **(Jenny, Selena, Justin, Lydia, Marsha, Brad)**
- a. Goal #1: Develop incentive programs and activities for CRW employees.
 - i. Obj. 1: Plan annual Student Appreciation Banquet
 - ii. Obj. 2: Work with Student Staff Leadership Council to plan/execute Employee Rec Nights.
 - iii. Obj. 3: Encourage program areas to develop recognition programs for their student employees.
 - iv. Obj. 4: Collaborate with the Training & Development unit to create incentives for attendance at trainings and workshops.
 - b. Goal #2: Contribute to the personal and professional development of student employees.
 - i. Obj. 1: Market other programs within Student Affairs and ECU that may enhance the development of student employees.
 - ii. Obj. 2: Recognize students who exhibit initiative in their own personal and professional development.
 - iii. Obj. 3: Encourage program areas to identify students to represent CRW in various University functions and/or leadership roles.
 - c. Goal #3: Establish means of recognition for student employees who provide exceptional service.
 - i. Obj. 1: Encourage program areas to celebrate student successes.
 - ii. Obj. 2: Create procedures for CRW customers/members to recognize student employees.
 - iii. Obj. 3: Work with CRW and Student Affairs Marketing to profile outstanding students.
 - d. Focus group participant for qualitative competency study.
5. **Framework Administration and Assessment Unit:** Provide development and oversight of the framework and evaluative process **(Mark, Janis, Jon, Georgia, Kathy Hill, Brian, Jeremy, Greg, Jenny, Willie)**
- a. Goals and outcomes based on 8 competencies
 - b. Leaving a Legacy-longitudinal study
 - c. Retention rates in comparison to ECU students
 - d. Exit interview and process
 - e. Interview assessment implementation
 - f. How to implement survey to new hires?
 - g. Spring or summer retreat??
 - h. Integration of 8 competencies with professional staff
 - i. Training on feedback, semester meetings, etc.
 - j. Develop and implement a Leadership Coaching Workshop
 - k. Develop longitudinal study
 - l. Focus group for qualitative data

Process for Campus Recreation and Wellness Employees

1. Recruitment of student employees – TBD (Unit 1)
2. Interview process (Unit 1)
3. Hire student –paperwork and assessment through Qualtrics (Unit 1):
4. Training and development of all students – ongoing
 - Leadership positions include:*
 - a. Adventure Trip Leaders/Instructors
 - b. Camp Counselors (Assistant Directors only)
 - c. CWELs (Campus Wellness Education Leaders)
 - d. Challenge Course Facilitators
 - e. Facility Managers/Site Supervisors
 - f. Graduate Assistants (2 IMS, 1 Fac, 1 Nutrition, 2 WLLC, 1 Clubs, 1 Fitness, 1 LTT/Adv.)
 - g. Head Lifeguard
 - h. Intramural Site Managers
 - i. Undergraduate Program Assistants/Managers (IMS, Adventure, Team Training)
5. Submission of newly hired student leader submitted to Assistant Director of Assessment
6. Semester evaluation from both **students** and **supervisors** in “leadership positions:”
 - a. See below for the complete evaluation process and timeline.
7. Evaluation of shared employees:
 - a. Each supervisor will evaluate based on job functions.
 - b. Supervisors will meet to discuss leadership competencies together.
 - c. Student will meet with both supervisors separately to discuss job functions and competencies.
8. Final competency evaluation will be conducted prior to the student departing from the University. The student’s personal email address and phone number will be collected for the follow-up self-evaluation.
9. Administer the follow-up assessment (Unit 5)

STUDENT PROCESS:

1. Fall 2014 administration to all student leaders (SSO?).
 - a. List of student leaders to Justin Raines (or current staff)/Assistant Director of Assessment. They will be sent the evaluation after September 1
 - i. Will need name, banner, email, and program area for all new hires until **September 30**. They will be sent the evaluation as soon as information is received.
 - b. Survey will close at the end of September
2. Late Fall 2014 administration to all student leaders (original, Fall hires before September 26th, hires since September 26th)
 - a. List will be created all the student leaders from the original list and new hires made before September 26th
 - b. Will need a list of all new hires since the first survey and any leaders who need to be removed
 - c. Survey will run in November **(11/10-12/1)**
3. Spring 2015 administration to new student leader hires since end of Fall 2014
 - a. Send a list of all new hires since the late Fall 2014 survey
 - b. Survey will run in the first weeks of January
4. Late Spring 2015 administration to all student leaders
 - a. Send need a list of all new hires since the January survey and any leaders who need to be removed
 - b. Survey will run in April.

STUDENT DATA:

1. Students to be included in Tracdat data:
 - a. 2 semester (1 year) students: Completed original Fall 2014, Late Fall 2014, and Late Spring 2015 surveys

- b. Did they improve over 1 semester/2 semesters?
 - c. 1 semester (1/2 year) students: Completed either Late Fall 2014 or Spring 2015 and Late Spring 2015 surveys
 - d. Did they improve over 1 semester?
2. Internal CRW data:
- a. Student reports will be generated and put in the shared program area folders after the end of each administration (encourage supervisors to use them)

SUPERVISOR PROCESS:

- 1. Late Fall 2014 administration to all supervisors
 - a. Send a generic link to supervisors. They will need to know who their student leaders are and complete an evaluation for each student leader.
 - b. Survey will run **November 10 – December 1**
- 2. Supervisor will conduct meeting with student leaders
 - a. Meeting occurs early **December – early January**
 - b. Supervisor evaluation submitted early **December – early January**
- 3. Late Spring 2015 administration to all supervisors
 - a. Link sent to supervisors. They will need to know who their up-to-date student leaders are and complete an evaluation for each student leader.
 - b. Survey will run late April/early May
- 4. Supervisor will conduct meeting with student leaders
 - a. Meeting occurs **late April?**
 - b. Supervisor evaluation submitted **April – May?**

SUPERVISOR DATA:

- 1. Students/Supervisors to be included in Tracdat data:
 - a. Supervisors completed Late Fall 2014 and Late Spring 2015 surveys (i.e., students were hired early enough to be evaluated in the Fall)
 - b. Did the student improve over 1 semester in the supervisor's opinion?
 - c. Note: we can only evaluate supervisors' ratings for the time period between late Fall 2014 and late Spring 2015 because supervisors do not rate students at the beginning of the year (early Fall 2014)
- 2. Internal CRW data:
 - a. Supervisor reports will be generated and put in the shared program area folders after the end of each administration

SUMMER:

- 1. Summer will be separate from the other administrations because it is not included in Tracdat data. There will be a beginning and end of summer evaluation for students and an end of summer evaluation for supervisors.
- 2. Reports will be generated as data is received
- 3. I will need a list of summer student leaders
- 4. Surveys will run in June and August