A Critical Analysis of the Carolina Leadership Academy's CREED Program at the
University of North Carolina-Chapel Hill

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ABSTRACT

KRISTINA MARIE MEISSEN: A Critical Analysis of the Carolina Leadership Academy's
CREED Program at the University of North Carolina-Chapel Hill
(Under the Direction of Barbara Osborne)

Student-athletes often know how to recognize leadership, but struggle to master

techniques to best exemplify leadership characteristics. In 2003, sport psychologist Jeff

Janssen partnered with the University of North Carolina at Chapel Hill (UNC) Athletics

Department to create a learning environment fostering leadership within the unique special

population of student-athletes. The creation of the Carolina Leadership Academy (CLA),

comprised of a three-tiered formal leadership development curriculum, set UNC apart as a

leader in higher education and intercollegiate athletics leadership development programs by

helping student-athletes, administrators and coaches understand and foster leadership best

practices. This formal leadership curriculum begins with the Carolina CREED program

completed by all first year student-athletes at UNC. The intent of this mandatory

foundational program is to introduce freshmen to the importance of personal leadership

development.

Quantitative and qualitative analysis were used to analyze research questions and

examine the relationship between gender and student-athletes' perceived effectiveness of the

CREED program curriculum components. A survey including twelve five-point Likert-scale

and four open-ended questions was electronically transmitted to 211 student-athletes who completed the CREED program in the Spring 2008 semester.

Other large universities look to UNC as a model for future leadership programming options. Therefore, these research findings from the Carolina CREED program curriculum will enable other intercollegiate athletic departments nationwide to improve student-athlete first-year leadership development programming.

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CHAPTER I

INTRODUCTION

Introduction

Leadership is a construct imperative to the cohesive functioning of any organization, but often difficult to understand. James MacGregor Burns perhaps best displays this concept as he quotes "Leadership is one of the most observed and least understood phenomena on earth" (Janssen, 2004). While employees often assume leadership is innate to superiors in leadership positions, leadership is consistently considered by scholars as a development process requiring practice and consistent effort to evolve.

Looking at leadership within a broad scope of organizational behavior, a successful organization can be exemplified by leaders who effectively motivate subordinates and in turn followers that buy into the larger picture and mission of the organization. Within a higher education context, leadership can be viewed as a constant learning process in which students must evolve and practice a specific skill set to develop true leadership ability.

Within the scope of collegiate athletics, the construct of leadership takes on similar themes. Just as leaders of an executive organization search for ways to effectively reach and motivate staff, student-athletes search for ways to motivate teammates to reach a common goal. Individuals often know how to recognize leadership, but struggle to master techniques

to best exemplify leadership characteristics. Jeff Janssen, a sport psychologist and national leader in leadership development training for student-athletes, addresses this issue within the scope of collegiate athletics. In 2003 Jeff Janssen partnered with the University of North Carolina at Chapel Hill (UNC) Athletics Department to create a learning environment fostering leadership within the unique special population of student-athletes. The creation of the Carolina Leadership Academy (CLA), comprised of a three-tiered formal leadership development curriculum, set UNC apart as a leader in higher education and intercollegiate athletics leadership development programs by helping student-athletes, administrators and coaches understand and foster leadership best practices (Johnson, Interview, 2008).

As the nation's premier leadership development program in collegiate athletics, the CLA develops, challenges, and supports student-athletes, coaches and staff in their continual quest to become world class leaders in athletics, academics and life (CLA Brochure, 2008). The CLA provides comprehensive and cutting edge leadership development programming through interactive workshops, 360 degree feedback, one-on-one coaching, peer mentoring and educational resources (CLA Brochure, 2008).

This formal leadership curriculum begins during the freshmen year of the student-athlete experience with the Carolina CREED program. This foundational level program is completed by all first year student-athletes at UNC. The goal of this program is to help freshmen student-athletes effectively lead themselves by developing a specific self leadership skill set (Lane, Interview, 2008). The intent of this mandatory foundational program is to introduce freshmen to the importance of personal leadership, aid in the transition to college, and to help them understand the culture and expectations of being a Carolina student-athlete (Lane, Interview, 2008). Training consists of monthly meetings featuring keynote speakers

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and small group discussion. Upper-class student-athletes serve as peer mentors and discussion leaders. Special focus is on responsibility, accountability, making good choices, drug and alcohol education, ethics and character building (Janssen, 2004).

Upon completing the freshmen CREED program at Carolina, student-athletes can apply to become part of the intermediate level of the formal leadership program called the Rising Stars at UNC. In the upper levels of the formal leadership curriculum, focus continues to build skills in leading by example and introduces student-athletes to the concept of becoming vocal leaders. Designed for a select group of sophomores and juniors with high leadership potential, the Rising Stars program provides future leaders with insights, strategies and skills necessary to become effective leaders (Janssen, 2004). The program includes monthly meetings, interactive exercises and action learning experiences (Johnson, Interview, 2008).

The culminating leadership training experience in this formal curriculum is known as Veteran Leaders. This program is designed for team captains and veteran student-athletes. The curriculum in this third level program provides advanced leadership training and support while teaching the critical skills and insights necessary to be effective vocal leaders (Janssen, 2004). Student-athletes provide a strong peer network which meets regularly in smaller groups based upon sport season to learn and reinforce leadership principles and share successes, frustrations and lessons within their teams (Janssen, 2004).

Administrators and program directors at UNC agree that the foundational first year CREED program which focuses on personal leadership and leading by example is a crucial element of this formal leadership curriculum (Janssen, 2004). During this first year

experience, the CREED program serves to get student-athletes onboard with the mission and culture of the University and UNC Athletic Department (Johnson, Interview, 2008). This program is crucial to help student-athletes understand the need to practice a leadership skill set including decision making skills, social networking, goal-setting ability and life balance to become successful future leaders (Lane, Interview, 2008). Since this foundational program is such a key part of the curriculum, constant program feedback, evaluation and evolution is needed to keep student-athletes onboard and invested in the program's mission.

To this point, there is little research done regarding the perceived effectiveness of this program from the viewpoint of freshmen student-athletes at Carolina. In addition, male student-athlete motivation to complete this program and continue to invest time in higher levels of the Carolina Leadership Academy as a CREED mentor, Rising Star, and Veteran Leader is noted by directors to be significantly lower than that of female student-athlete peers (Lane, Interview, 2008). The Division of Student-Athlete Development at UNC is currently exploring methods and curriculum alternatives to improve and enhance this foundational program for future freshmen student-athlete classes (Lane, Interview, 2008). An overall goal of the Department is to increase male student-athlete leadership and participation in upper levels of the program (Lane, Interview, 2008).

Statement of Purpose

The purpose of this study was to determine if a significant relationship existed between student-athlete gender and the perceived effectiveness of the CREED program to (1) develop self leadership skills, (2) ease the transition process from high school to being a collegiate student-athlete, (3) enable freshmen student-athletes to establish social networks,

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(4) motivate freshmen student-athletes to become involved in the Rising Stars program, (5) motivate freshmen student-athletes to become leaders in organizations outside of athletics, (6) enable freshmen student-athletes to learn about and understand the "Carolina Culture." The ultimate goal of this research study was to use research findings to make recommendations to improve the CREED program for future freshmen student-athlete classes.

Research Questions and Null Hypotheses

For each of the following twelve research questions:

Null hypothesis: There is no statistically significant relationship.

Research Questions 1:

Is there a relationship between gender and the following variables for the purpose of developing self leadership skills?

a) freshmen student-athletes' perceived effectiveness of the individual, personal interaction with their CREED Mentor

b) freshmen student-athletes' perceived effectiveness of CREED small group circle sessions, held monthly, led by CREED mentors

c) freshmen student-athletes' perceived effectiveness of the cumulative effect of the six large group CREED workshops held monthly

d) freshmen student-athletes' perceived effectiveness of the cumulative effect of the mandatory guest speakers that were part of the CREED program

f) freshmen student-athletes' perceived effectiveness of the encouragement from the head coach to complete the CREED program

g) freshmen student-athletes' perceived effectiveness of the continuing, year long partnership between him/her and their head coach as part of the CREED program

Research Questions 2:

Is there a relationship between the gender of the freshmen student-athlete and their perceived effectiveness of the CREED program to _____?

a) ease the transition from high school to being a collegiate student-athlete

b) establish social networks

c) motivate graduates to become a Rising Star

d) motivate him/her to become a CREED Mentor

e) motivate him/her to seek leadership opportunities in organizations outside of athletics

f) enable him/her to learn about and understand the "Carolina Culture"

Definition of Terms

Carolina CREED Statement

This statement serves as the foundational mantra for the freshmen student-athlete experience and approximates the core program values (Lane, Interview, 2008).

As a University of North Carolina student-athlete, I pledge to make every effort to abide by the Carolina CREED as a show of my commitment to the University, the Department of Athletics, my team and myself.

C - I will know and embrace the tradition and CULTURE of this great University and its athletics department

R - I will RESPECT myself and others

E - I will pursue EXCELLENCE in my academic work by striving to reach my academic potential while preparing for a career of significance

E - I will EXCEL athletically by committing myself to performance excellence, team success and continual improvement

D - I will DEVELOP the capacity to effectively lead myself and others

Self Leadership

For the purposes of this study, self leadership is defined as the mastery of four key components of self leadership including commitment, confidence, composure and character (Janssen, 2007).

1) COMMITMENT

- Is one of the hardest workers on the team

- Cares passionately about the team's success

- Is a competitive person who wants to win

2) CONFIDENCE

    • Has confidence in his/herself as a person and his/her

    ability to lead

    • Wants to perform in pressure situations

    • Bounces back quickly following mistakes and errors

3) COMPOSURE

    • Stays calm and composed in pressure situations

    • Stays focused when faced with distractions,

    obstacles, and adversity

    • Keeps his/her anger and frustration under control

4) CHARACTER

    • Consistently does the right thing on and off the

    court/field/track/etc.

    • Is honest and trustworthy

    • Treats teammates, coaches, and others with respect

Assumptions

1. It is assumed completion of the survey was voluntary.

2. It is assumed each respondent completed the mandatory CREED program in its entirety.

3. It is assumed testing procedures were followed and that a neutral environment was provided for responding to the survey questions.

4. It is assumed subjects answered objectively and honestly in completing the survey.

5. It is assumed participation in this study had no bearing on participant's position or playing time in his/her given sport.

Limitations

1. The study is limited by one class of student-athletes who participated in the Leadership Academy at the University of North Carolina at Chapel Hill. Therefore, findings may not be generalized to other classes of student-athletes, or to student-athletes within other leadership academy programs.

2. This study was limited by the subject's ability to understand and respond to each question accurately. Evaluations occurred during the fall semester following completion of the formal CREED program the following spring. Therefore, student-athletes were required to reflect upon experience from the previous year.

Delimitations

This study is delimited to student-athletes at the University of North Carolina who completed the CREED program as freshmen in Spring, 2008.

Significance of Study

The University of North Carolina prides itself on creating the premier Leadership Academy within intercollegiate athletics (Johnson, Interview, 2008). Dr. Cricket Lane, the CREED program director, expresses concern that male participation is lacking at higher levels of the Carolina Leadership Academy and CREED Mentor Program (Interview, 2008). Currently the administration is searching for ways to best reach and motivate both females

and males to apply to the next level of the formal Carolina Leadership Academy entitled the

Rising Stars and participate in the CREED Mentor Program (Lane, Interview, 2008). The

current staff in the Division of Student-Athlete Development at UNC is eager for information

to aide in revamping the program for future freshmen classes to best reach young leaders. In

addition, other large universities look to UNC as a model for future programming options.

Therefore, other universities may benefit from the information generated through this

research as necessary changes in the Carolina Leadership Academy's CREED program

curriculum are identified (Johnson, Interview, 2008).

CHAPTER II

REVIEW OF LITERATURE

Leadership Theory

Leadership theory today incorporates a broad range of disciplines, definitions and theories. The definition of leadership is extremely diverse and continuously evolving dependent upon the context to which this term is applied. The majority of empirical study dealing with the construct of leadership focuses on organizational and social psychology (Eiche et. al, 1997). Research to this point incorporates two differing interpretations of the construct of leadership. According to the literature, many researchers suggest leadership effectiveness appears to consistently be viewed in a trait-factor approach. This approach suggests leadership effectiveness is associated with specific personality characteristics of the leader (Eiche et. al, 1997). However, some researchers suggest a different theory known as the situationalist approach to the construct of leadership. This approach hypothesizes that leadership is a function of the environment (Eiche et. al, 1997). According to this interpretation, leadership is based primarily on environmental characteristics and the unique motivation and special needs of the group (Eiche et. al., 1997).

By looking at leadership in the context of higher education, one can narrow the focus of the term and apply leadership theory to special populations. Looking at leadership theory

specifically in the context of collegiate athletics and the special population of student-athletes allows one to understand the leadership development process for a unique body of college freshmen. By looking at literature applying to this special population, one can understand past approaches and continue to develop new methods to create successful leadership development programs for student-athletes in their freshmen year experience.

Eiche, Keith, Sedlacek, William, Adams-Gaston, and Javaune (1997) developed a unique method to examine the attitudes and behaviors associated with leadership qualities in student-athletes. The overarching goal of this study was to determine whether student-athletes perceived themselves as leaders and role models in the student body (Eiche et. al, 1997). In cooperation with the Department of Athletics and the Counseling Center at the University of Maryland seventy-three freshmen student-athletes were surveyed (Eiche et. al, 1997). They used three forms of questionnaires to define leadership according to student-athletes' perceptions: the Sport Leadership Behavior Inventory (SLBI), the Noncognitive Questionnaire (NCQ), and the New Student Census (Eiche et. al, 1997). Researchers selected the SLBI questionnaire to generate a working definition of leadership based upon feedback from the freshmen student-athletes' perspective while the NCQ was administered to display an operational definition of leadership based upon Likert scale responses (Eiche et. al, 1997). Finally, the New Student Census results enabled researchers to evaluate student-athletes' perceptions of leadership based activities and their specific attitudes toward leadership activities (Eiche et. al, 1997). Data was compiled and analyzed using Pearson correlations. Results indicated that those student-athletes' who scored higher on the NCQ were positively associated with (1) the expectation of obtaining higher grades, (2) positive expectations from the college experience, (3), decreased expressed need for emotional/social

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counseling, (4) increased ease of social adjustment, and (5) lower expectancy of transferring to another school (Eiche et. al, 1997). In general, these results appear to suggest individuals who ranked themselves higher as self leaders had more positive or optimistic expectations of the college experience. In contrast, those who ranked themselves lower had more pessimistic expectations of the college experience. Results portrayed the importance of understanding the self leadership development process during the collegiate experience in a holistic approach. This research supports the theory that the student-athlete leadership development process carries over into the entire educational experience and many facets of student-athlete life.

In the past, a majority of research in leadership has focused primarily on the coach as leader (Longhead, Hardy & Eys, 2006). However, a key leadership force within the team is the individual student-athlete. Longhead, Hardy & Eys (2006) attempted to uncover a distinction between two differing forms of student-athlete leadership within the team setting including team and peer leadership. These researchers looked at the various forms of student-athlete leadership development and role classifications within the team setting. They began research under the assumption that student-athletes, not just coaches, serve important leadership functions internally to the team including task, social and external leadership functions. Task functions were defined as helping the group accomplish specific task objectives such as completing drills at practice or executing plays during a game (Longhead et. al, 2006). Social functions were defined as satisfying member desires such as teammate's emotional and physical needs (Longhead et. al, 2006). External functions were defined as performing leadership functions outside of the team framework such as serving community service roles (Longhead et. al, 2006). Two hundred and fifty eight varsity student-athletes

were surveyed from two Canadian universities. Participants represented thirteen teams, seven female and six male. Specific traits of athletes such as starting status, tenure on the team and the formalization of the athletes' leadership role on the team were examined. Overall, the researchers found that both team captains with formal leadership roles and teammates without formal leadership titles served as influential leadership sources (Longhead et. al, 2006). Formal leaders were more likely to be identified as team leaders than peer leaders, while informal leaders or those without a formal appointment on the team were more likely viewed as peer leaders (Longhead et. al, 2006). Overall this study supports the importance of leadership development of all members of the team regardless of formal role. It sheds light on the variety of leadership roles student-athletes play within the team setting. Most importantly, this research suggests the importance of training coaches, athletes and peers early in the college experience to target the wide diversity of self leadership development styles.

The Unique Freshmen Student-Athlete Experience

For many students, the first year of college is a frightening and overwhelming time of change. Student-athletes and the general student body experience a similar set of adjustments to the rigors of college level academics, living away from home, and creating new social networks. However, research suggests the student-athlete experience is extremely unique from that of the regular student and therefore a different curriculum is essential to target this special population.

Chartland and Lent (1987) discuss the inherent role conflict many student-athletes face at the start of the college experience as the primary identifying factor of "athlete" often

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overshadows that of "student." Research shows freshmen struggle to find a balance between these roles as social isolation, faculty isolation, and even isolation from peers becomes evident early in the college experience. In the early 1970's collegiate athletic departments began the first serious effort to recognize the uniqueness of the freshmen student-athlete experience (Shriberg & Brodzinski, 1984). At this time, collegiate athletic departments focused predominately on offering services in three major areas including academic tutoring, time management, and scheduling of classes (Shriberg & Brodzinski, 1984). While this helped from an academic standpoint, no special attention was given to the personal struggles of adjustment to the college experience.

The National Collegiate Athletic Association (NCAA) slowly started to deliberately act on the need for further programming opportunities in 1975 by creating the National Association of Academic Advisors to address not only academic, but also personal matters involving student-athletes (Harris et. al, 2003). Throughout the next decade momentum continued as the American College Personnel Association, the National Association of Student Personnel Administrators, and National Association of Academic Advisors joined forces to sponsor national workshops addressing the unique development needs of student-athletes (Petitpas, Buntrock, Van Raalt & Brewer, 1995). In 1991, the NCAA took a leadership role to address a persistent problem in college athletics of low graduation and retention rates for student-athletes by creating a holistic developmental program for student-athletes called CHAMPS/Life Skills (NCAA, n.d.). CHAMPS is the acronym for Challenging Athletic Minds for Personal Success, and the chief mission of the CHAMPS/Life Skills program is to support a relationship between the administration,

academic support staff and student-athlete to foster commitment to academic excellence, athletic excellence, personal development, career development and service (NCAA, n.d.).

Harris, Alterkruse and Engels (2003), studied the unique freshmen student-athlete adjustment process to college life using psycho-educational groups. These specific groups included seventy-seven student-athletes representing eight varsity sports at the University of North Texas and targeted student-athletes in their first semester of college (Harris et. al, 2003). Efforts were made to diversify each group in terms of team, gender, and race to prevent segregation of ideas and experiences (Harris, et. al, 2003). These student-athletes met for a series of eight sessions over the course of the freshmen fall semester where they were divided in eleven small learning groups (Harris, et. al, 2003). Small group topics included time management and studying skills, stress management, sexual responsibility, alcohol and drug abuse, career exploration and development, and life as a student-athlete (Harris, et. al, 2003). Researchers used a Likert scale twelve question assessment tool at the conclusion of the semester to measure the perceived effectiveness of the program. This study found that student-athletes participating in psycho-educational groups reported enjoying the group experience as a vehicle to adjust to the college environment, network, and relieve stress (Harris, et. al, 2003). Results found student-athletes felt uncomfortable at the beginning of the semester, but enjoyed the group atmosphere and experience significantly more than expected (Harris et. al, 2003). Participants suggested the time spent in groups helped them to feel more relaxed and reduced stress as a student-athlete by spending time with individuals with similar time constraints (Harris et. al, 2003). Finally, group members perceived the small group leaders as helpful and trustworthy sources of support for their freshmen year experience (Harris, et. al, 2003).

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While the need for student development programming is evident, Christopher Jolly, the Student-Athlete Academic Specialist for the Bickerstaff Academic Center for Student-Athletes at California State University, brings to light the common theme in collegiate athletics of inequitable dedication of resources to student-athlete development programming across conferences (Jolly, 2008). While many NCAA schools provide some form of academic support for the student-athlete population, disparity still exists between universities (Jolly, 2008). Therefore, he argues the quality of student-athlete experiences and resources drastically varies from one school to the next (Jolly, 2008). Howard-Hamilton and Sina (2001) also studied how the first year experience can have lasting long term effects on student-athletes by researching the student development process as a psychosocial and cognitive development process. Their research emphasizes the importance of faculty and administrators to dedicate resources and seize each opportunity to show student-athletes that the university supports and cares about their holistic well being from not only an athletic position, but also from a cognitive and psychosocial development standpoint (Howard-Hamilton & Sina, 2001).

Gender Differences in Leadership Development

Leadership development programs throughout higher education must consider the factor of gender when researching how best to reach the target population with new programming. Throughout the nation in collegiate athletics, the target audience for life skills curriculum is typically a student-athlete group comprised of mixed genders. Throughout the literature, researchers demonstrate that leadership style can significantly vary based on

gender and must be taken into consideration when developing curriculum to best reach students.

Throughout the literature, leadership in organizational settings is focused around two different styles of management: transactional and transformational leadership (Maher, 1997). While a person may display characteristics of both, usually an individual sways to one group or the other (Burns, 1978). Transformational leadership typically is defined as a leader who is engaged with a follower throughout the task process. In effect, both parties are motivated to achieve a task or goal with a common purpose. Research suggests individuals with this dominant leadership style promote development and vision in followers treating followers as equals and intervene only when problems arise (Burns, 1978). In contrast, transactional leadership is defined by a leader who emphasizes and focuses upon current needs. Emphasis is placed more upon task completion in the short term. Burns (1978) defines this as a process of exchanges or bargains between leader and follower centered upon current goals in which no long time purpose holds the following together.

Mayer (1997) looked at the specific gender differences in transformational and transactional leadership styles as well as gender stereotypes in leadership style. First, differences were examined in the actual differences in leadership behaviors based upon gender. Mayer (1997) suggests gender stereotypes may explain why certain genders fail during leadership development processes in new positions. In prior research, Eagle and Johnson (1990) suggested that women were more interpersonal or transformational in leadership style, while men were more task-oriented or transactional.

Druskat (1994) further looked at this argument and how it transferred to views of leaders based upon gender in the workforce. His research displays that women who attempt to lead in a more transactional, directive style rather than the stereotypical nurturing and transformational method may be looked down upon by peers and followers in the organization (Druskat, 1994). In contrast, men in leadership roles possessing more transformational leadership styles may be criticized for being too lenient and feeling oriented (Maher, 1997). Mayer (1997) concluded while no significant relationship was found between gender and leadership style in this study, gender related stereotypes may serve as an explanation for gender difference found in prior research.

Fletcher, Benshoff & Richburg (2003) looked specifically at leadership gender biases facing student-athletes to aid in the development of academic advising and life skills curriculum within collegiate athletic departments. Unique difficulties in leadership development were attributed to the struggles of each gender. Issues such as body image, eating disorders and participating in sports with smaller budgets, media exposure and fewer scholarships contributed to leadership conflicts for female student-athletes (Fletcher et. al, 2003). This study indicates societal norms also present unique leadership role difficulties as female student-athletes struggle to find equal respect from the community, university, and athletic department to that of their male student-athlete peers (Fletcher et. al, 2003). While female student-athletes must contend with the stereotypical social norms of women leading in a submissive, graceful and nurturing manner, male student-athletes must face the stereotypical social norms of men leading with aggression and strength (Cogan & Petrie, 1996). By understanding the current gender stereotypes surrounding leadership style and increasing awareness of the leadership development styles in the literature based upon

gender, program directors and administrators can implement curriculum which will best reach a diverse and varied student-athlete audience.

Carolina Leadership Academy

The University of North Carolina Athletics Department in partnership with Janssen Sports Leadership Center, a nationally prominent leadership consulting firm, currently supports and endorses the premier leadership academy for collegiate athletics, the Carolina Leadership Academy (Janssen, 2004).

According to Atlantic Coast Conference (ACC) Commissioner John Swofford, large Division I collegiate athletic departments continue to represent the "front porch" to the institution's image (Interview, 2008). The Carolina Leadership Academy and Janssen Sports Leadership Center together represent an entity that differentiates and highlights collegiate athletic departments as organizations committed to the lifelong success of administrators, coaches and most importantly, student-athletes shedding positive light on the student-athlete experience (Johnson, Interview, 2008).

Historical Background-Carolina Leadership Academy

The Carolina Leadership Academy first began as the brainchild of Athletic Director Dick Baddour and Senior Associate Director for Academic Services John Blanchard in 2005 (Baddour, 2005). The intent of this formal leadership program is to develop, challenge, and support student-athletes, coaches and staff in their continual mission to become world-class leaders in athletics, academics and life (Janssen, 2004). University of North Carolina Athletic Director Dick Baddour articulated the respect generated by the partnership created

with Jeff Janssen's Sport Leadership Center as he stated in its inaugural year, "With the Carolina Leadership Academy we became the university in the country that is known for developing leaders…Not only because of the impacts student-athletes now have right here in their competitive world, social world and academic world, but also in preparation for the role that they play in their communities" (Baddour, 2005). As the first formal leadership academy within collegiate athletics, the Carolina Leadership Academy is considered the premier model for future athletic departments to emulate (Baddour, 2005).

Historical Background-Janssen Sports Leadership Center

Jeff Janssen, founder of Janssen Sports Leadership Center, is known worldwide as one of the top experts on collegiate sports leadership. He has devoted his career to serving the field of Sports Leadership with an overarching goal of "developing leadership skills, mental toughness, and team chemistry necessary to win championships" (Janssen Peak Performance, n.d., p. 1).

Janssen speaks regularly at many of the nation's top athletic departments including North Carolina, Stanford, Michigan, Texas, Tennessee, Florida, Miami, LSU, Arizona, Florida State, and dozens of other colleges at the Division I, II, III, NAIA, and NJCAA levels (Janssen Peak Performance, n.d.). Currently, Janssen is the chief developer and lead instructor for establishing leadership academy curricula at the University of North Carolina at Chapel Hill, University of Pittsburgh, Notre Dame, Georgetown, Yale University, and University of Illinois. In recent years, Wake Forest University, Baylor University, and Winston Salem State University have also instituted Janssen's innovative leadership programs. Collegiate athletic administrators consider Janssen to be the most sought after

expert on leadership academy programming not only among collegiate athletics, but the entire emerging field of Sports Leadership (Janssen Peak Performance, n. d.). The formal leadership academy programs initiated through the consulting services of Jeff Janssen at these seven institutions sets the standard for leadership development programs in collegiate athletics (Baddour, 2005).

Mission Statement of the Carolina Leadership Academy

The Carolina Leadership Academy is targeted at student-athletes, coaches, and staff and states its mission as follows:

"As the nation's premier leadership development program in collegiate athletics, the Carolina Leadership Academy develops challenges and supports student-athletes, coaches and staff in their continual quest to become world class leaders in athletics, academics and life. The Carolina Leadership Academy provides comprehensive and cutting edge leadership development programming through interactive workshops, 360 degree feedback, one-on-one coaching, peer mentoring and educational resources" (Janssen, 2004, p.1).

Carolina Leadership Academy Program Levels

The formal leadership training curriculum is divided into three different levels for student-athletes. At Carolina, all first-year student-athletes participate in the CREED Program. According to Director of Student-Athlete Development Dr. Cricket Lane, the CREED program is a personal leadership program dedicated to embracing the culture of the university, respecting oneself and others, pursuing academic excellence, excelling athletically, and developing the capacity to lead (Interview, 2008). The CREED program is

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driven by six formal objectives for freshmen student-athletes including (1) teaching freshmen how to lead themselves effectively, (2) easing the transition to college, (3) creating social connections during the first year experience, (4) learning from upper-class peer mentors, (5) embracing the importance of respecting leadership, and (6) developing upper-class student-athletes as peer mentors (Janssen, 2004).

Level 2 -Emerging Leaders

Following completion of the freshmen year, sophomores and junior student-athletes may apply to pursue additional leadership training. This next level of the Carolina Leadership Academy curriculum focuses on Emerging Leaders which the University of North Carolina has labeled Rising Stars (Janssen, 2004). Shelley Johnson, the Assistant Director of the Carolina Leadership Academy, explains this level of the program provides high potential future leaders with insights, strategies and skills necessary to become effective leaders through monthly meetings, interactive exercises and group learning experiences (CLA Brochure, 2008). Formal objectives for the Emerging Leaders/Rising Stars program are five fold and include (1) identifying and developing potential leaders in their sophomore and junior years, (2) creating solid leaders by example and setting the stage for developing vocal leadership, (3) building strong peer support networks for aspiring leaders, (4) developing leaders who support and learn from current team captain leaders, and (5) creating a succession plan for future success (Janssen, 2004).

Level 3 - Veteran Leaders

The capstone level of Jeff Janssen's formal Leadership Academy curriculum includes team captains and veterans of the emerging leaders program (Janssen, 2004). This level is

designed to provide advanced leadership training and support, teach the critical skills and insights necessary to be effective vocal leaders, and provide a strong peer network (Johnson, Interview, 2008). Student-athletes meet regularly to learn and reinforce leadership principles and share successes, frustrations and lessons. (Janssen, 2004). As the culminating experience of student-athlete leadership training, formal program objectives for Veteran Leaders focus on mastery of both leading by example and vocal leadership. The five main objectives of the program include (1) encouraging experienced leaders to step up and become vocal leaders within their teams, (2) establishing a solid, cooperative, and ongoing partnership with the coaching staff, (3) reviewing and extending the insights and skills necessary to be a responsible and respected leader, (4) providing ongoing coaching as they tackle tough issues of team leadership, and (5) providing leaders with a solid peer network for guidance and support (Janssen, 2004).

360-Degree Feedback

The Janssen Sports Leadership Center formal leadership academy curriculum offers student-athletes 360-degree feedback at the conclusion of the four-year progression (Johnson, Interview, 2008). This feedback includes sources of evaluation from the student-athlete individually, the coach, and peers/teammates to give each student-athlete a three-dimensional view of how others perceive individual leadership ability and progress (Johnson, Interview, 2008). Since receiving such honest feedback can be a life-changing and vulnerable experience for student-athletes, the CLA staff spends two workshops preparing each student-athlete for the feedback which they receive. Once feedback is collected from all three sources, CLA staff presents a complete report to the student-athlete. With the assistance and guidance of the CLA staff, each student-athlete uses the 360-degree feedback to create a

Leadership Development Plan (LDP) to learn and grow from the feedback received. Follow-up appointments are scheduled with program directors to track progress on the LDP action plan. Finally, the student-athletes perform a re-evaluation process of 360-degree feedback to continue to track their progress on the LDP plan created.

Leadership Training for Coaches

Within the formal Leadership Academy curriculum, coaches engage in continuous learning via monthly professional development workshops covering a wide range of leadership, motivation and team building topics (Janssen, 2004). Interactive workshops allow coaches to reflect on their coaching philosophies as they refine and adapt new leadership skills (Janssen, 2004). The workshops provide coaches with a chance to interact with and learn from their experienced and highly respected colleagues on a regular basis. Separate workshops are conducted for head coaches and assistant coaches to target each group's specific needs and at times select head coaches assist in facilitating the workshops for assistant coaches (Janssen, 2004).

Leadership Training for Athletic Department Administrative Staff

It is critical that athletics administrators embrace, reinforce and continually model the same leadership standards and behaviors they look for from coaches and student-athletes (Janssen, 2004). Therefore, administrators within this program's curriculum engage in continuous learning via monthly professional development workshops to explore their leadership philosophies, enhance their skills as leaders and provide them with practical strategies to build more effective and cohesive work teams (Janssen, 2004). Coaches are

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encouraged by the CLA staff to assist in facilitation of the monthly group sessions to

generate realistic scenarios experienced throughout the season.

Carolina CREED Program's Application of Self Leadership Theory

The intent of the CREED program for freshmen student-athletes is to create a

foundation of self leadership skills early in the college student-athlete experience to enhance

and ease the freshmen year transition, identify and embrace the culture of the university and

form social connections early (Lane, Interview, 2008). According to Janssen, leadership is

displayed by two different styles including leading by example and vocal leadership

(Janssen, 2007). The overall goal of the freshmen year leadership academy experience is to

develop successful self leaders who are capable of effectively leading others by personal

example (Lane, Interview, 2008). Janssen (2007) echoes this fundamental program

philosophy as he quotes, "Because leaders by example lead themselves so effectively, their

teammates naturally admire, respect and try to emulate them."

Leadership scholars Kouzes & Posner (2002) address the concept of leading by

example by proposing five practices and ten commitments of leadership. These five

practices include (1) modeling the way, (2) inspiring a shared vision, (3) challenging the

process, (4) enabling others to act, and (5) encouraging the heart. The first of these five main

practices specifically demonstrates a similar interpretation of leading by example to influence

others. Within the practice of modeling the way, Kouzes and Posner (2002) suggest

individuals must set the example before they can elicit change. They quote, "Leaders take

every opportunity to show others by their own example that they're deeply committed to the

values and aspirations they espouse. Leading by example is how leaders make visions and

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values tangible…it's how they provide evidence that they're personally committed." (Kouzes & Posner, 2002, p.77). This personal commitment to leadership by example is the basis of the Carolina Leadership Academy's first year CREED program for freshmen student-athletes. Student-athletes under the Carolina model learn to effectively lead themselves and set an example for teammates to emulate in their first year experience. This model follows the theoretical framework of self leadership which Kouzes and Posner present. This framework suggests concrete evidence of leadership by example is what people "look for and admire in leaders- people whose direction they willingly follow" (Kouzes & Posner, 2002, p. 77)

Kouzes and Posner (2002) define leadership by example by mastering two essential elements for setting the example. These essentials include (1) building and affirming shared values and (2) aligning actions with values. By mastering these two areas, leaders "become the model for what the whole team (the group, the organization, the company) stands for, rather than just standing up for some personal or idiosyncratic set of values (Kouzes & Posner, 2002, p.78). Since shared values and a common mission are fundamental for productive working relationships, leaders must seek to align personal and organizational values in the early stages of group development to form a united vision (Kouzes and Posner, 2002). Once a common set of values is established and supported, these values must be made manifest in actions to display the established mission. Kouzes and Posner (2002) demonstrate the importance of putting values into action as they state "setting an example is essentially doing what you say you will do…leaders are measured by the consistency of deeds" (p. 93).

Author Stephen Covey (1989) echoes this framework in his development of seven habits for effective leadership. Covey theorizes that leadership principles occur by mastery of seven habits. He demonstrates the need to put values into action in his third habit as he writes "effective management is putting first things first" (p. 148). In other words, vision must be broken down into tangible tasks. Once the organization has decided the course of action, Covey states an effective manager or leader "is the disciplined force that prioritizes and carries out the mission on a daily basis" (Covey, 1989, p.148).

The CLA bases the fundamental self leadership curriculum on a similar theoretical framework of leading by example. According to Janssen (2007), leading by example encompasses development of four key characteristics including commitment, confidence, composure, and character. Under the characteristic of commitment, student-athletes must demonstrate self-discipline, self motivation, hard work, passion for team success, and competitiveness (Janssen, 2007). Confidence is manifested by development of belief in self on and off the court or field, a desire to perform in pressure situations, and a mental and emotional resilience to mistakes (Janssen, 2007). Composure can be demonstrated by a student-athlete's ability to keep emotions in check while character encompasses responsibility, accountability, reliability, respect and honesty in the individual student-athlete's actions (Janssen, 2007). The CLA aims to provide student-athletes with theory and practical experiences throughout the multiple workshop experience to develop these four characteristics. The first year CREED program focuses on teaching student-athletes not only to lead themselves effectively, but elicit a response in others by displaying the self leadership skill set developed and practiced throughout the curriculum.

CHAPTER III

METHODOLOGY

The purpose of this study was to determine if there is a significant relationship between student-athlete gender and the perceived effectiveness of the CREED program to (1) develop self leadership skills, (2) ease the transition process from high school to being a collegiate student-athlete, (3) enable freshmen student-athletes to establish social networks, (4) motivate freshmen student-athletes to become involved in the Rising Stars program, (5) motivate freshmen student-athletes to become leaders in organizations outside of athletics, (6) enable freshmen student-athletes to learn about and understand the "Carolina Culture." The ultimate goal of this research study is to use research findings to make recommendations to improve the CREED program for future freshmen student-athlete classes.

Development of Survey Instrument

This research study required the development of an instrument to accurately measure freshmen student-athletes' perceived effectiveness of the Carolina CREED program. A survey was created using a five point Likert scale for perceived effectiveness. A pilot study of the survey utilizing feedback of student-athletes who had previously completed the CREED program was undertaken to establish the survey's validity.   Both athletics department professionals currently working in collegiate leadership programs and professors

with leadership expertise were asked to critique the survey on how well they felt the survey measured freshmen student-athletes' perceived effectiveness of the CREED program. The pilot survey and feedback from experts in the field determined the survey appeared to measure what it was designed to measure; namely freshmen student-athletes perceived effectiveness of the CREED program.

Survey Instrument Description

The survey instrument was divided into three main sections. The first portion of the survey included demographic information of the student-athlete in terms of gender and sport.

The second portion of the survey was divided into two main sections incorporating six questions each. The first group of six questions included six main curriculum components of the CREED program addressing the effectiveness of each component to develop individual self leadership skills. The second group of six questions concentrated on specific goals of the program addressing the effectiveness of the CREED program to meet each of these stated objectives. Each of the twelve questions in this section included a five point Likert scale response section measuring freshmen student-athletes' perceived effectiveness of the CREED program. Likert-scale values included the following responses: (1) ineffective, (2) slightly effective, (3) effective, (4) highly effective, and (5) extremely effective. These values were used to quantify perceived effectiveness of each specific program component.

The third and final portion of the survey included four open-ended questions asking for student-athlete's feedback on their views of the most and least effective portions of the

CREED program as well as components they would recommend adding or deleting from the current curriculum.

Selection of Survey Participates

Survey participants were chosen based on two main factors. All survey participants were required to (1) be enrolled as a freshman at the University of North Carolina and (2) be a member of a UNC Varsity athletic team roster during the 2007-2008 academic year. From this list, all freshmen student-athletes who completed the CREED program in May 2008 were included in the population sample. Survey participants who did not complete the program or were dropped from the roster were not included.

Survey Distribution and Collection Procedures

The survey was electronically transmitted via Survey Monkey to 211 freshmen student-athletes based upon a master list of contact emails generated by the University of North Carolina Athletic Department's Division of Academic Support Services. The survey remained open for three weeks for student-athletes to respond. Four email reminders were sent as follow-up to generate the maximum number of sample responses. Data was collected through the Survey Monkey Tool and then transferred to SPSS statistical package for evaluation.

Survey (Data) Analysis

Descriptive statistics were compiled for all demographic data. For each of the twelve questions using a Likert-scale measure, a Chi-square analysis was run to see if a relationship

existed between gender and perceived effectiveness of the program curriculum components. In effect, the study aimed to see if there was a significant difference between observed frequencies and expected frequencies for each of the twelve questions. Qualitative analysis was used for open-ended question. Responses were tabulated, summarized and interpreted appropriately depending on trends seen in the data set.

CHAPTER IV

RESULTS

The purpose of this study was to determine if a significant relationship existed between student-athlete gender and the perceived effectiveness of the CREED program to (1) develop self leadership skills, (2) ease the transition process from high school to being a collegiate student-athlete, (3) enable freshmen student-athletes to establish social networks, (4) motivate freshmen student-athletes to become involved in the Rising Stars program, (5) motivate freshmen student-athletes to become leaders in organizations outside of athletics, (6) enable freshmen student-athletes to learn about and understand the "Carolina Culture" by using quantitative and qualitative analysis methods. The ultimate goal of this research study was to use research findings to make recommendations to improve the CREED program for future freshmen student-athlete classes.

To measure this, a survey was electronically transmitted via Survey Monkey to 211 freshmen student-athletes based upon a master list of contact emails generated by the University of North Carolina Athletic Department's Division of Academic Support Services. Data was collected through the Survey Monkey Tool and then transferred to SPSS statistical package for evaluation. Descriptive statistics were compiled for all demographic data. For each of the twelve questions using a Likert-scale measure, a Chi-square analysis was run to see if a relationship existed between gender and perceived effectiveness of the program curriculum components. In effect, the study aimed to see if there was a significant difference

between observed frequencies and expected frequencies for each of the twelve questions. Qualitative analysis was used for open-ended question. Responses were tabulated, summarized and interpreted appropriately depending on trends seen in the data set.

Descriptive Summary Statistics

A total of 211 student-athletes received the survey during a three week period in November, 2008. The survey designed in a way that student-athletes were required to complete all portions of the survey before submitting. A total of 68 student-athletes completed the survey. This corresponded to a 32.23% total response ratio.

Demographics

Of the 28 Varsity sports at UNC, 25 teams had at least one respondent. This corresponded to an 89.29% return ratio from UNC Varsity teams. Women's basketball, men's soccer and men's tennis did not have any student-athletes respond to the survey.

Figure 1: Number of Survey Respondents by Sport
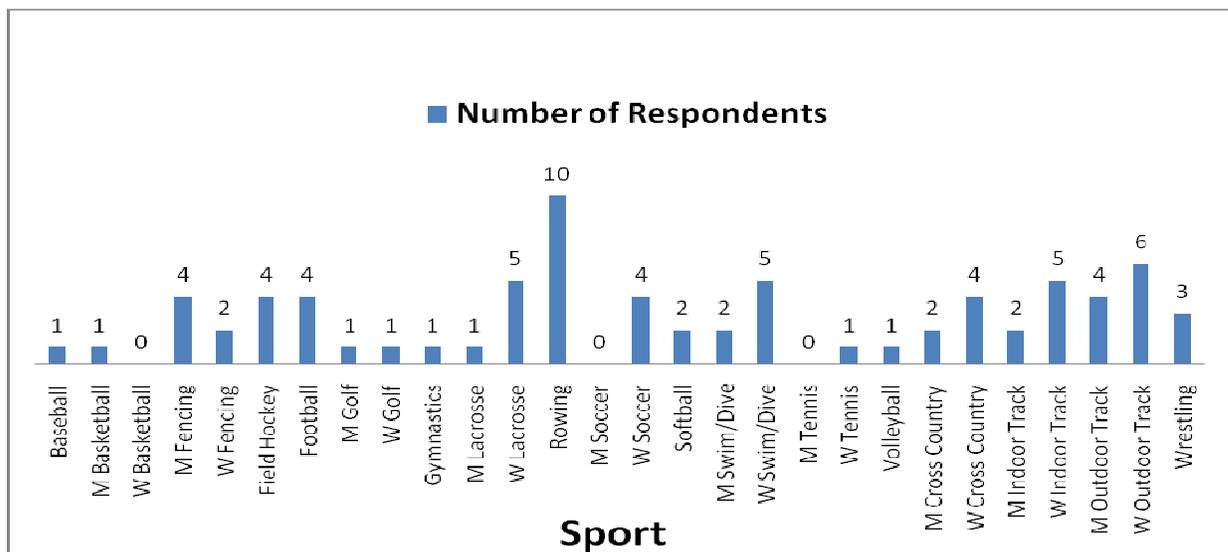
The initial population for the study included 211 student-athletes. Broken down by gender, this included114 (54.03%) females and 97 (45.97%) males. In terms of the sample group gender breakdown, 43 females (63.2%) and 25 males (36.8%) completed the survey.

Figure 2: Percent of Survey Respondents by Gender
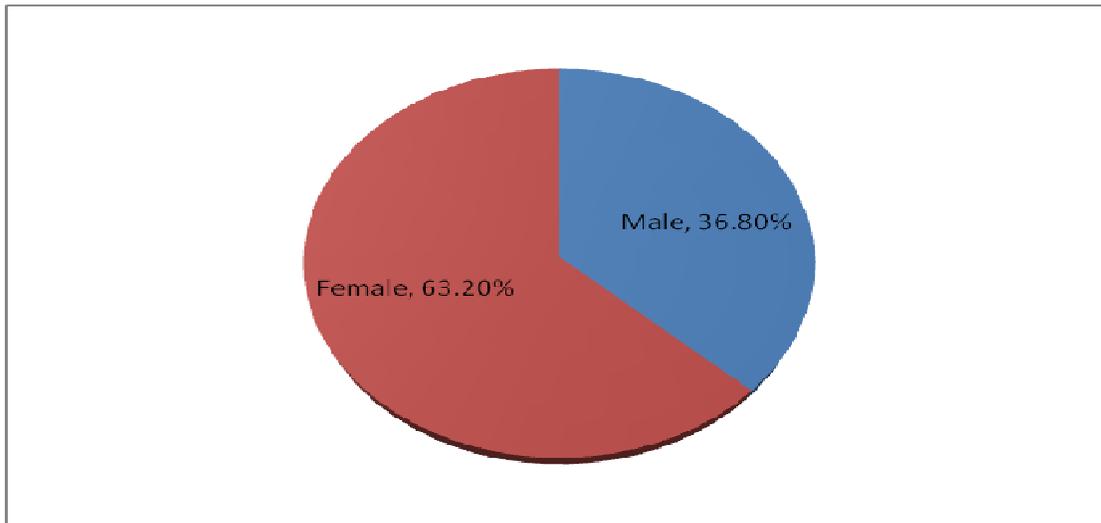
This sample percentage breakdown is not an exact replication of the percentage breakdown of the entire student-athlete populaion surveyed, but relatively close enough to draw conclusions.

Women's rowing posted the largest overall response rate accounting for 14.7% of total respondents. Women's Outdoor Track and Field also posted the second highest overall response rate with a total response rate of 8.8% %. For males, Men's Outdoor Track and Field, Football, and Fencing posted the largest response rate each accounting for 5.9% of total responses.

Figure 3: Percent of Female Survey Respondents by Sport
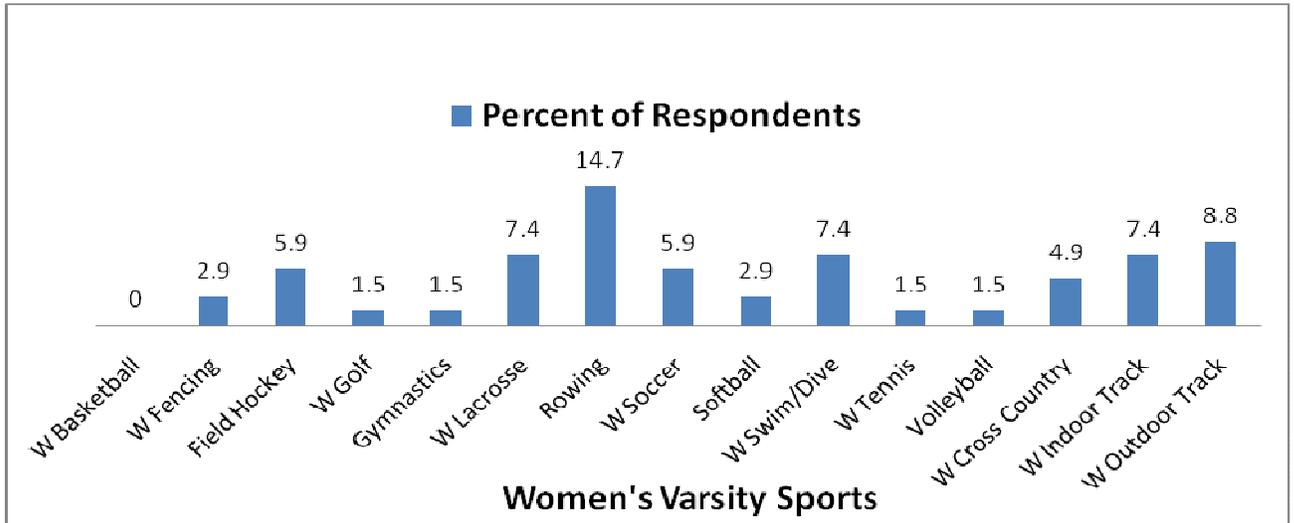
Figure 4: Percent of Male Survey Respondents by Sport
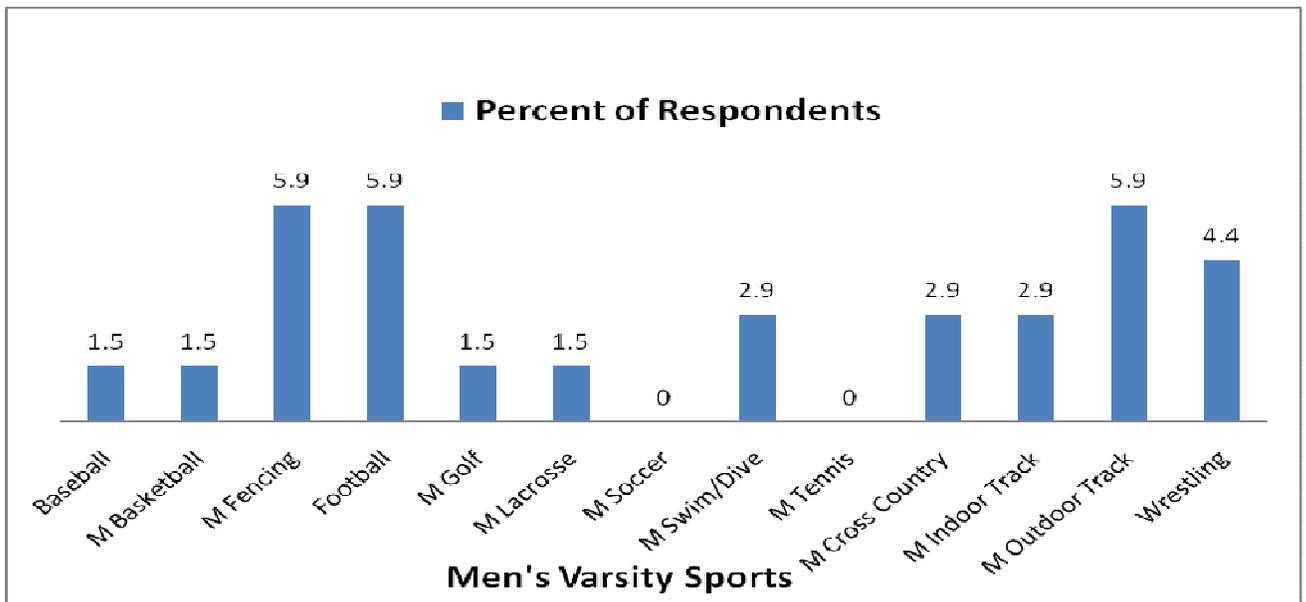
Quantitative Results

CREED Program Curriculum Effectiveness

For each of the twelve survey questions an alpha level of .05 was used. Initial survey Likert-scale responses ranging from 1 (ineffective) to 5 (extremely effective) were re-coded to enable accurate interpretation of data. This recoding process using SPSS statistical software was used to ensure less than 25% of cells had an expected count less than five. This enabled us to appropriately interpret data based on Chi-square analysis. In this process all survey responses of 1 were changed to 2 and all responses of 5 were changed to 4. This created a new condensed range of response values from 2-4. A response of 2 now signified a student-athlete felt the program was slightly effective or ineffective. A response of 4 now signified a student-athlete felt the program component was highly or extremely effective. The same recoding process was used for each of the twelve survey questions.

Question # 1 - How effective was the individual, personal interaction you had with your CREED mentor with regard to YOUR development of self leadership skills?

For the first survey question there was no significant relationship between gender and response. When asked to evaluate in terms of effectiveness the personal interaction with CREED mentors to develop self leadership skills, respondents showed no significant difference between observed and expected frequencies ($X^2_{(2)} = 2.527$, p = .283).

Looking specifically at the percent of responses within gender for question one, results showed 44.2% of females responded that the individual personal interaction with their CREED mentor was slightly effective or ineffective to their self leadership skill development. In addition, 34.9% of females responded this personal interaction was

effective while 20.9% responded this component of the program was either highly effective or extremely effective.

Results showed that 64.0% of males felt the personal interaction with their CREED mentor was slightly effective or ineffective, 24.0% felt it was effective, and 12.0% felt it was highly effective or extremely effective.

Figure 5: Survey Question 1 Percent of Reponses by Gender
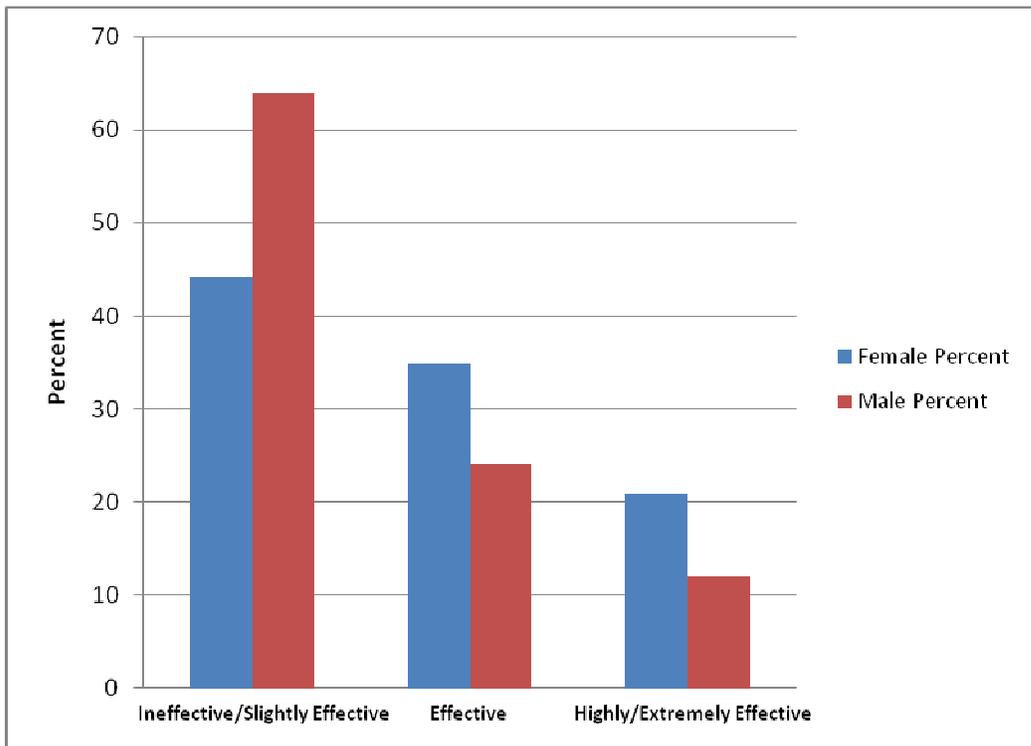
Table 1: Survey Question 1 Gender and Response Chi-square Analysis

Gender * rc_Response Crosstabulation

			rc_Response			
			2	3	4	Total
Gender	1=Female	Count	19	15	9	43
		Expected Count	22.1	13.3	7.6	43.0
		% within Gender	44.2%	34.9%	20.9%	100.0%
		Adjusted Residual	-1.6	.9	.9	
	2=Male	Count	16	6	3	25
		Expected Count	12.9	7.7	4.4	25.0
		% within Gender	64.0%	24.0%	12.0%	100.0%
		Adjusted Residual	1.6	-.9	-.9	
Total		Count	35	21	12	68
		Expected Count	35.0	21.0	12.0	68.0
		% within Gender	51.5%	30.9%	17.6%	100.0%

Question #2 - How effective were the small group circle sessions, held monthly, with your CREED mentor with regard to YOUR development of self leadership skills?

For the second survey question there was statistically no significant relationship between gender and response. When asked to evaluate in terms of effectiveness the small group circle sessions with CREED mentors to develop self leadership skills, respondents showed no significant difference between observed and expected frequencies ($X^2_{(2)} = 5.686$, $p = .058$).

Looking specifically at the percent of responses within gender for question two, results showed 37.2% of females responded that the small group interaction with their CREED mentor was slightly effective or ineffective to their self leadership skill development. In addition, 41.9% of females responded this small group interaction was effective while 20.9% responded this component of the program was either highly effective or extremely effective.

Results showed that 64.0% of males felt the small group interaction with their

CREED mentor was slightly effective or ineffective, 16.0% felt it was effective, and 20% felt

it was highly effective or extremely effective.

Figure 6: Survey Question 2 Percent of Reponses by Gender
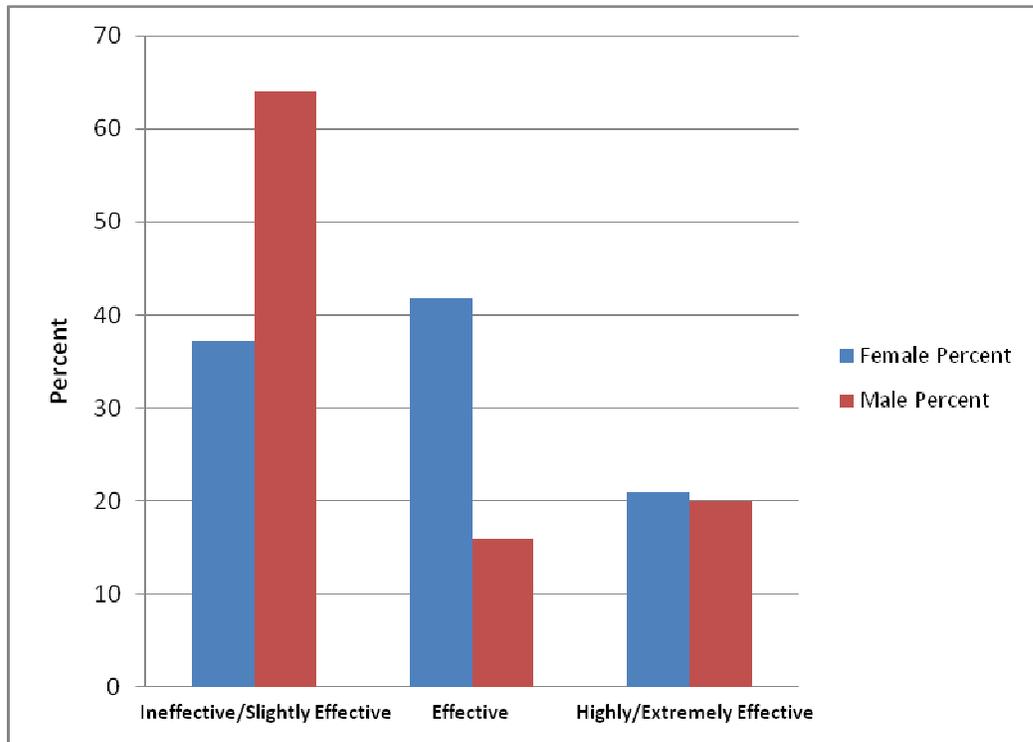
Since this p-value is extremely close to the chosen alpha level of .05, a larger sample

response may have indeed made this a significant find. Therefore, I will examine this case as

if it were a significant find.

If one treats this as a significant find (p < .05), looking at the adjusted residual value

portrays significant difference between observed and expected frequency of responses in

cells within column responses of 2 and 3 for males and females. Table 2 shows a

significantly fewer number of females than expected responded with a response of 2, a score

indicating small group interaction was ineffective or slightly effective. In addition, significantly more females than expected responded with a response of 3, a score indicating the small group interaction was effective.

For males, a significantly larger number than expected responded with a response of 2, a score indicating small group interaction was ineffective or slightly effective. In addition, significantly fewer than expected males responded with a response of 3, a score indicating the small group interaction was effective.

Table 2: Survey Question 2 Gender and Response Chi-square Analysis

Gender * rc_Response Crosstabulation

| | | | rc_Response | | | |
			2	3	4	Total
Gender	1=Female	Count	16	18	9	43
		Expected Count	20.2	13.9	8.9	43.0
		% within Gender	37.2%	41.9%	20.9%	100.0%
		Adjusted Residual	-2.1	2.2	.1	
	2=Male	Count	16	4	5	25
		Expected Count	11.8	8.1	5.1	25.0
		% within Gender	64.0%	16.0%	20.0%	100.0%
		Adjusted Residual	2.1	-2.2	-.1	
Total		Count	32	22	14	68
		Expected Count	32.0	22.0	14.0	68.0
		% within Gender	47.1%	32.4%	20.6%	100.0%

Question #3 - How effective was the cumulative effect of the six monthly CREED workshops with regard to YOUR development of self leadership skills?

For the third survey question, there was a statistically significant relationship between gender and response at the .05 alpha level. When asked to evaluate the CREED program

workshops as a whole in terms of effectiveness to develop self leadership skills, respondents

showed a significant difference between observed and expected frequencies ($X^2_{(2)}$ =15.225,

p < .0005).

Looking specifically at the percent of responses within gender for question three,

results showed 20.9% of females responded that the CREED workshops as a whole was

slightly effective or ineffective to their self leadership skill development.   In addition, 51.2%

of females responded the cumulative effect of the workshops was effective while 27.9%

responded the workshops collectively were either highly effective or extremely effective.

Results showed that 68.0% of males felt the CREED workshops collectively were

slightly effective or ineffective, 16.0% felt they were effective, and 16.0% felt the workshops

as a whole were highly effective or extremely effective.

Figure 7: Survey Question 3 Percent of Reponses by Gender
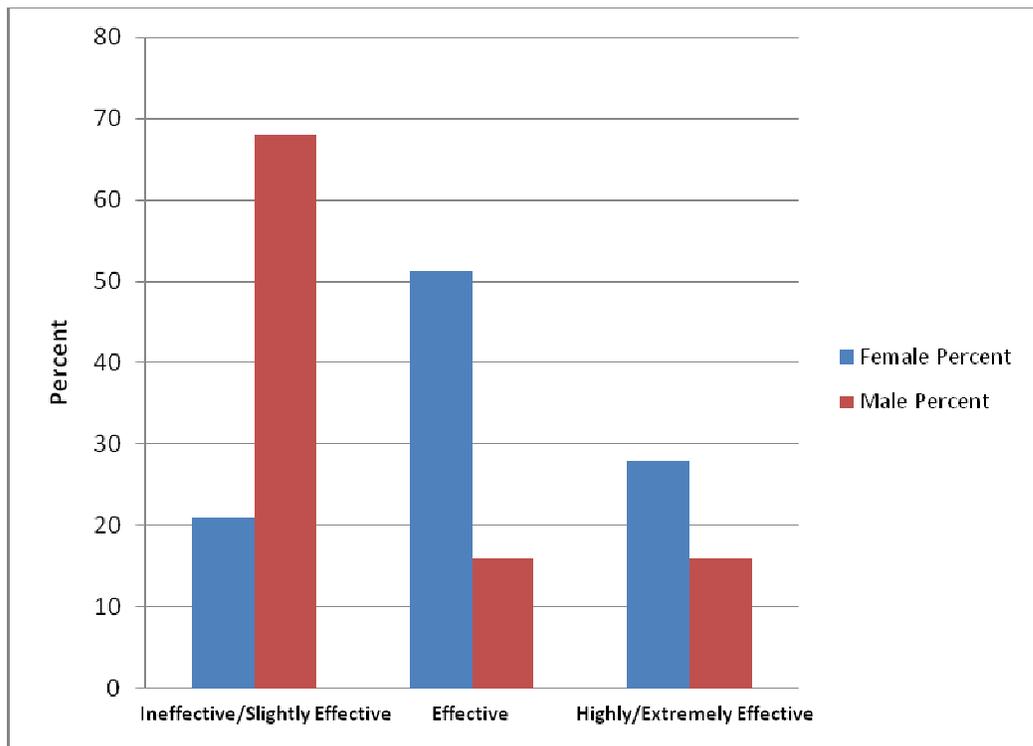
Next, looking at the adjusted residual value portrays significant difference between observed and expected frequency of response in the cells within columns 2 and 3 for males and females. Table 2 shows a significantly fewer number of females than expected responded with a response of 2, a score indicating the small group interaction was ineffective or slightly effective. In addition, significantly more females than expected responded with a response of 3, a score indicating the small group interaction was effective.

For males, a significantly larger number than expected responded with a response of 2 , a score indicating the small group interaction was ineffective or slightly effective. In addition, significantly fewer than expected males responded with a response of 3, a score indicating the small group interaction was effective.

Table 3: Survey Question 3 Gender and Response Chi-square Analysis

Gender * rc_Response Crosstabulation

			rc_Response			
			2	3	4	Total
Gender	1=Female	Count	9	22	12	43
		Expected Count	16.4	16.4	10.1	43.0
		% within Gender	20.9%	51.2%	27.9%	100.0%
		Adjusted Residual	-3.9	2.9	1.1	
	2=Male	Count	17	4	4	25
		Expected Count	9.6	9.6	5.9	25.0
		% within Gender	68.0%	16.0%	16.0%	100.0%
		Adjusted Residual	3.9	-2.9	-1.1	
Total		Count	26	26	16	68
		Expected Count	26.0	26.0	16.0	68.0
		% within Gender	38.2%	38.2%	23.5%	100.0%

Question #4 - How effective was the cumulative effect of the mandatory guest speaker sessions that were part of the CREED program with regard to YOUR development of self leadership skills?

For the fourth survey question, there was no significant relationship between gender and response. When asked to evaluate the cumulative of guest speakers in terms of effectiveness to develop self leadership skills, respondents showed no significant difference between observed and expected frequencies ($X^2_{(2)} = 3.434$, p = .180).

Looking specifically at the percent of responses within gender for question four, results showed 11.6% of females responded that the guest speakers as a whole were slightly effective or ineffective to their self leadership skill development. In addition, 34.9% of females responded guest speakers were collectively effective while 53.5% responded this component of the program was either highly effective or extremely effective.

Results showed that 28.0% of males felt the cumulative effect of the guest speakers was slightly effective or ineffective, 36.0% felt they were effective, and 36.0% felt they were highly effective or extremely effective.

Figure 8: Survey Question 4 Percent of Reponses by Gender
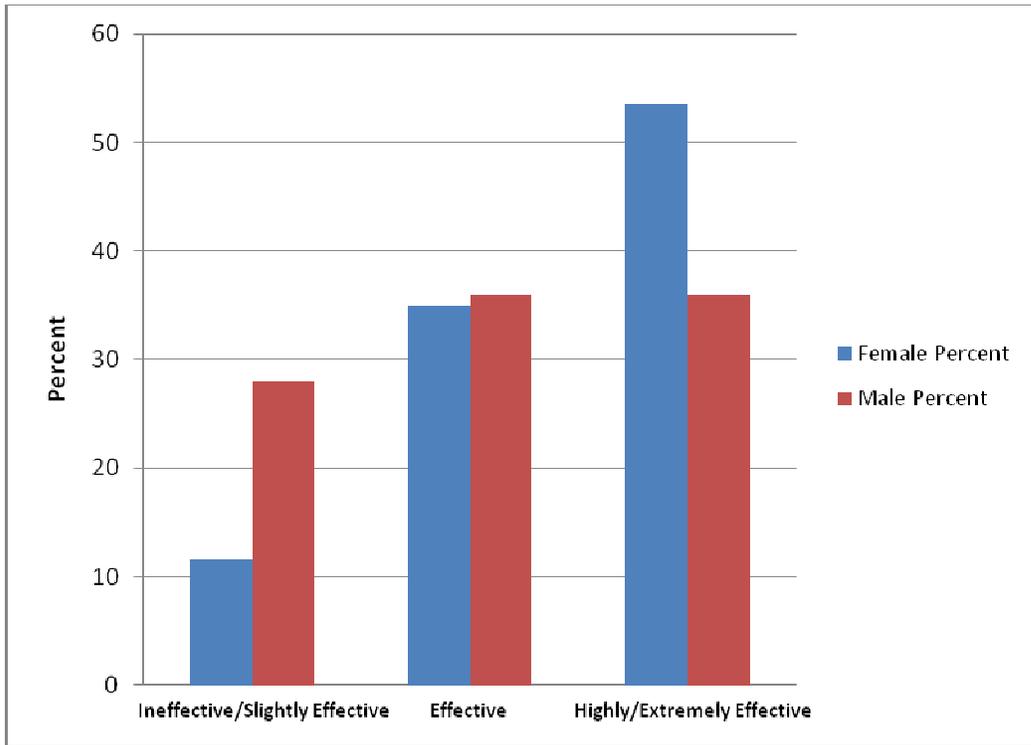
Table 4: Survey Question 4 Gender and Response Chi-square Analysis

Gender * rc_Response Crosstabulation

			rc_Response			
			2	3	4	Total
Gender	1=Female	Count	5	15	23	43
		Expected Count	7.6	15.2	20.2	43.0
		% within Gender	11.6%	34.9%	53.5%	100.0%
		Adjusted Residual	-1.7	-.1	1.4	
	2=Male	Count	7	9	9	25
		Expected Count	4.4	8.8	11.8	25.0
		% within Gender	28.0%	36.0%	36.0%	100.0%
		Adjusted Residual	1.7	.1	-1.4	
Total		Count	12	24	32	68
		Expected Count	12.0	24.0	32.0	68.0
		% within Gender	17.6%	35.3%	47.1%	100.0%

Question #5 - How effective was the encouragement from your head coach to complete the

CREED program with regard to YOUR development of self leadership skills?

For the fifth survey question, there was no significant relationship between gender and response. When asked to evaluate the encouragement to complete the program from the head coach in terms of effectiveness to develop self leadership skills, respondents showed no significant difference between observed and expected frequencies ($X^2_{(2)} = 2.158$, p = .340).

Looking specifically at the percent of responses within gender for question five, results showed 30.2% of females responded that encouragement from their head coach was slightly effective or ineffective to their self leadership skill development. In addition, 25.6% of females respondents rated encouragement from their head coach was effective while 44.2% responded this component of the program was either highly effective or extremely effective to development of self leadership skills.

Results showed that 48.0% of males felt the encouragement of their head coach to complete the program was slightly effective or ineffective to self leadership skill development, 20.0% felt this was effective, and 32.0% felt this component was highly effective or extremely effective.

Figure 9: Survey Question 5 Percent of Reponses by Gender
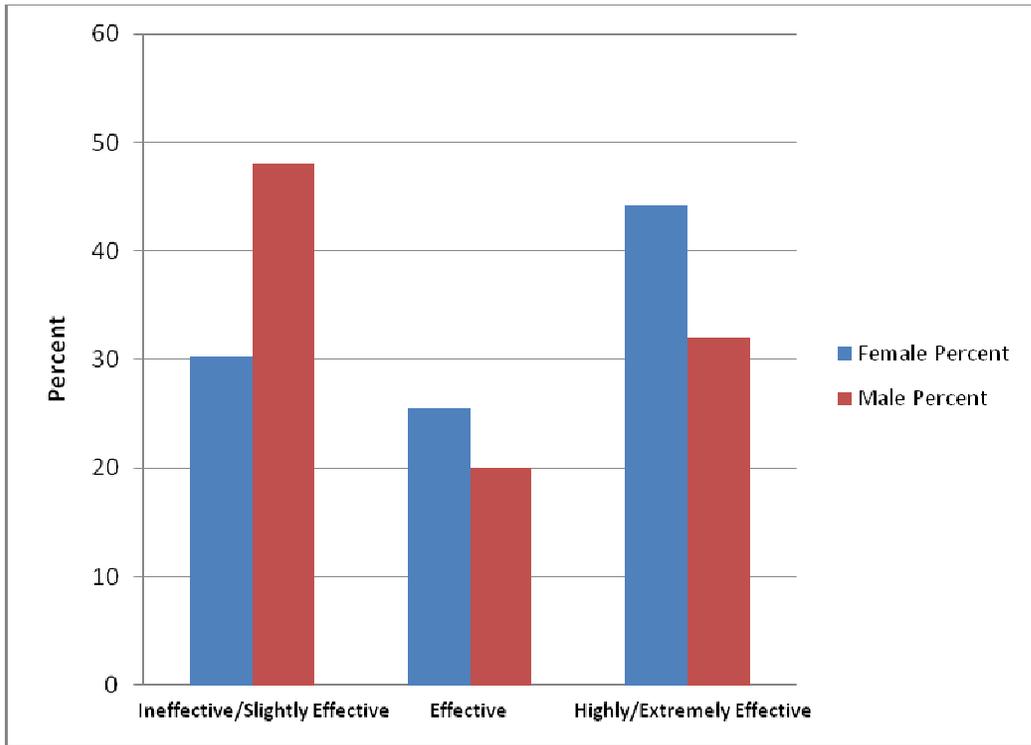
Table 5: Survey Question 5 Gender and Response Chi-square Analysis

Gender * rc_Response Crosstabulation

			rc_Response			
			2	3	4	Total
Gender	1=Female	Count	13	11	19	43
		Expected Count	15.8	10.1	17.1	43.0
		% within Gender	30.2%	25.6%	44.2%	100.0%
		Adjusted Residual	-1.5	.5	1.0	
	2=Male	Count	12	5	8	25
		Expected Count	9.2	5.9	9.9	25.0
		% within Gender	48.0%	20.0%	32.0%	100.0%
		Adjusted Residual	1.5	-.5	-1.0	
Total		Count	25	16	27	68
		Expected Count	25.0	16.0	27.0	68.0
		% within Gender	36.8%	23.5%	39.7%	100.0%

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Question #6 - How effective was the continuing, yearlong partnership between you and your head coach as part of the CREED program with regard to YOUR development of self leadership skills?

For the sixth survey question, there was no significant relationship between gender and response. When asked to evaluate the year-long program partnership between student-athlete and coach in terms of effectiveness to develop self leadership skills, respondents showed no significant difference between observed and expected frequencies ($X^2_{(2)} = 1.590$, $p = .451$).

Looking specifically at the percent of responses within gender for question six, results showed 37.2% of females responded that the year-long partnership was slightly effective or ineffective to their self leadership skill development. In addition, 37.2% of females responded this year-long partnership was effective while 25.6% responded this component of the program was either highly effective or extremely effective to development of self leadership skills.

Results showed that 52.0% of males felt the partnership was slightly effective or ineffective to self leadership skill development, 32.0% felt this was effective, and 16.0% felt this component was highly effective or extremely effective.

Figure 10: Survey Question 6 Percent of Reponses by Gender
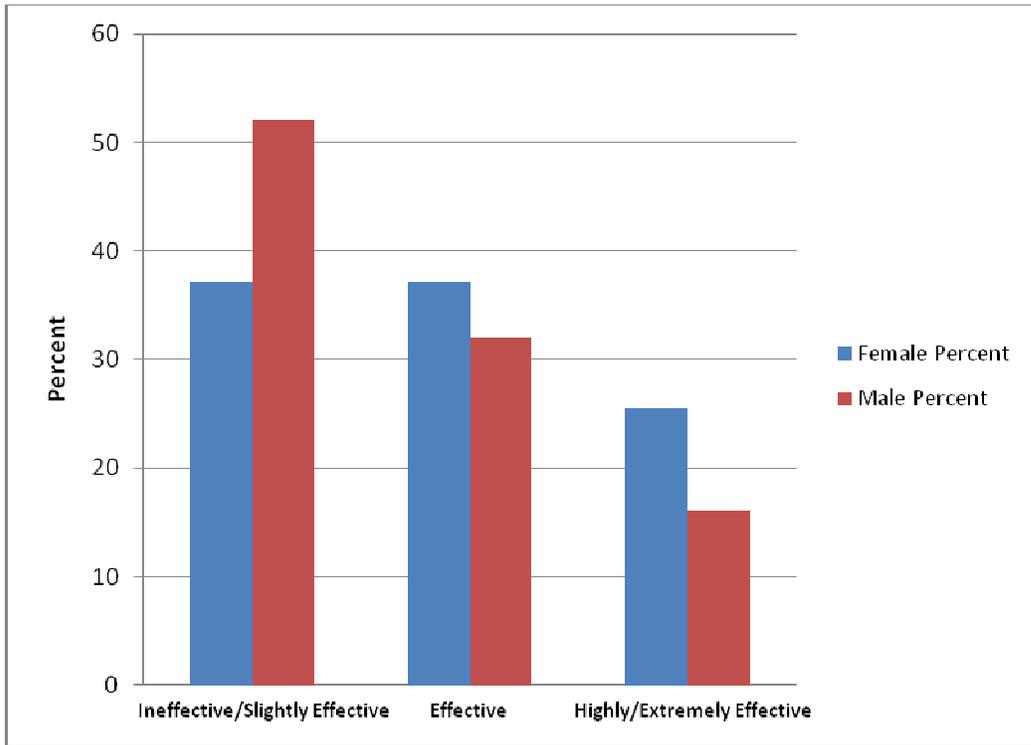
Table 6: Survey Question 6 Gender and Response Chi-square Analysis

Gender * rc_Response Crosstabulation

			rc_Response			
			2	3	4	Total
Gender	1=Female	Count	16	16	11	43
		Expected Count	18.3	15.2	9.5	43.0
		% within Gender	37.2%	37.2%	25.6%	100.0%
		Adjusted Residual	-1.2	.4	.9	
	2=Male	Count	13	8	4	25
		Expected Count	10.7	8.8	5.5	25.0
		% within Gender	52.0%	32.0%	16.0%	100.0%
		Adjusted Residual	1.2	-.4	-.9	
Total		Count	29	24	15	68
		Expected Count	29.0	24.0	15.0	68.0
		% within Gender	42.6%	35.3%	22.1%	100.0%

Question #7- How effective was the CREED program with regard to easing the transition from high school to being a collegiate student-athlete?

For the seventh survey question, there was no significant relationship between gender and response. When asked to evaluate the effectiveness of the program to ease the transition from high school to being a collegiate student-athlete, respondents showed no significant difference between observed and expected frequencies ($X^2_{(2)}$ = .637, p = .727).

Looking specifically at the percent of responses within gender for question seven, results showed 53.5% of females responded the program was slightly effective or ineffective to easing their transition. In addition, 18.6% of females responded the program was effective in terms of easing their transition while 27.9% responded the CREED program was either highly effective or extremely effective to easing the transition from high school to college.

Results showed that 56.0% of males felt the CREED program as a whole was slightly effective or ineffective to easing the transition, 24.0% felt it was effective, and 20.0% felt the program was highly effective or extremely effective.

Figure 11: Survey Question 7 Percent of Reponses by Gender
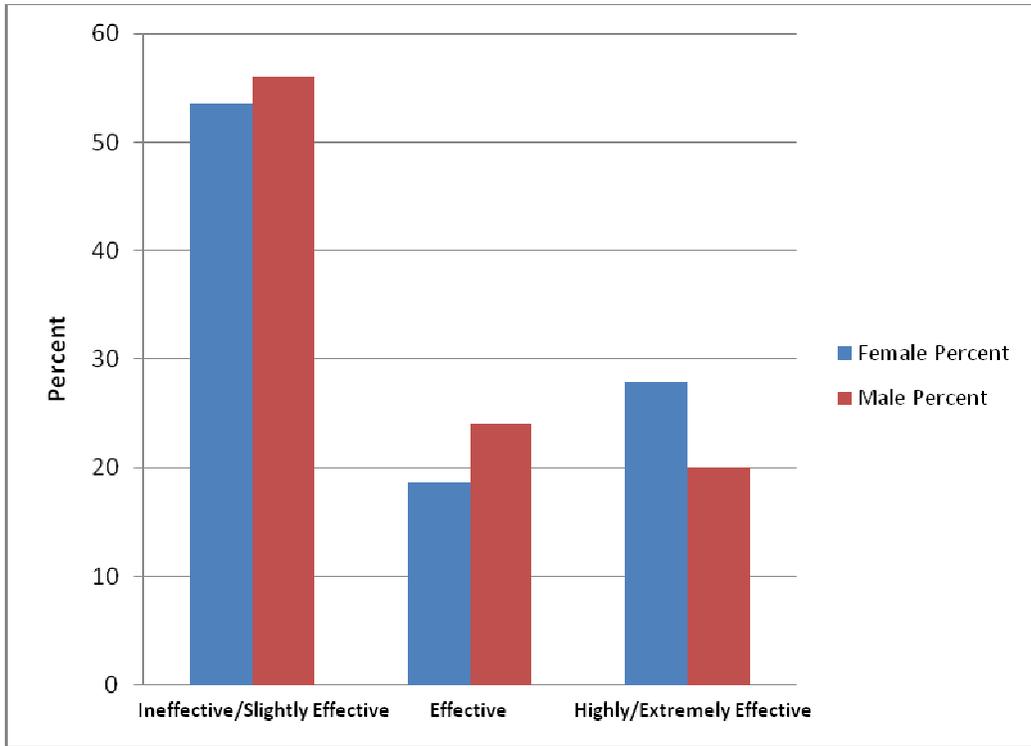
Table 7: Survey Question 7 Gender and Response Chi-square Analysis

Gender * rc_Response Crosstabulation

			rc_Response			
			2	3	4	Total
Gender	1=Female	Count	23	8	12	43
		Expected Count	23.4	8.9	10.8	43.0
		% within Gender	53.5%	18.6%	27.9%	100.0%
		Adjusted Residual	-.2	-.5	.7	
	2=Male	Count	14	6	5	25
		Expected Count	13.6	5.1	6.3	25.0
		% within Gender	56.0%	24.0%	20.0%	100.0%
		Adjusted Residual	.2	.5	-.7	
Total		Count	37	14	17	68
		Expected Count	37.0	14.0	17.0	68.0
		% within Gender	54.4%	20.6%	25.0%	100.0%

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Question #8 – How effective was the CREED program with regard to establishing social networks?

For the eighth survey question, there was no significant relationship between gender and response. When asked to evaluate the effectiveness of the program to establish social networks, respondents showed no significant difference between observed and expected frequencies ($X^2_{(2)}$ = .1.557, p = .459).

Looking specifically at the percent of responses within gender for question eight, results showed 48.8% of females responded the program was slightly effective or ineffective to establishing social networks. In addition, 32.6% of females responded the program was effective in terms of establishing social networks while 18.6% responded the CREED program was either highly effective or extremely effective to establishing social connections.

Results showed that 52.0% of males felt the CREED program as a whole was slightly effective or ineffective to establishing social networks, 20.0% felt it was effective, and 28.0% felt the program was highly effective or extremely effective in terms of this component.

Figure 12: Survey Question 8 Percent of Reponses by Gender
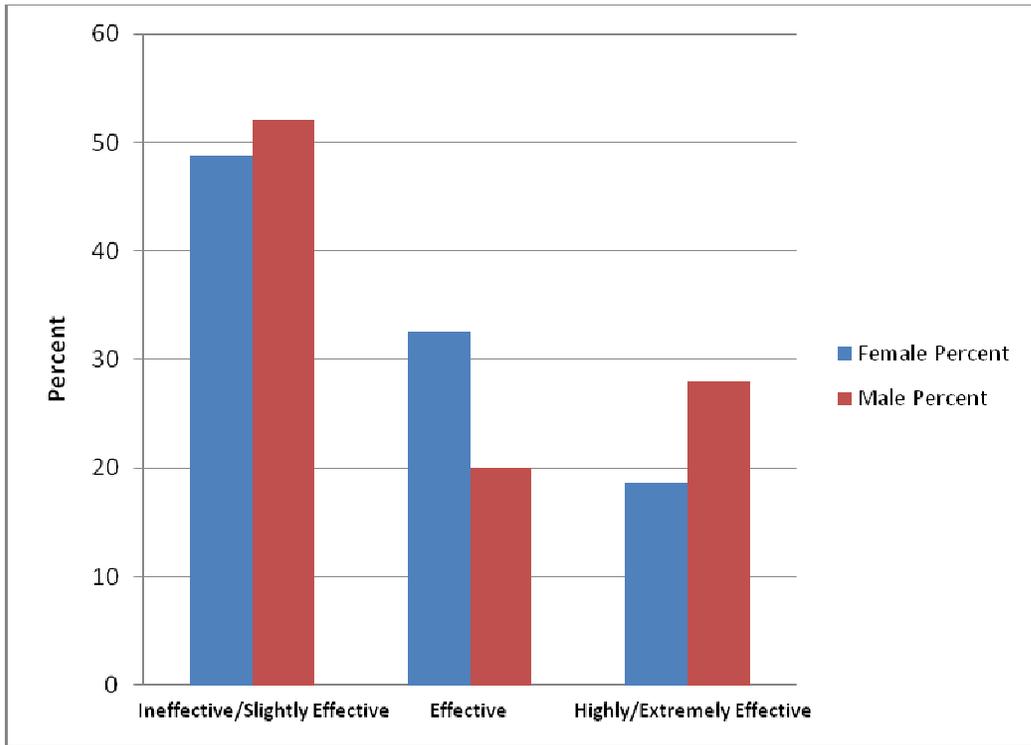
Table 8: Survey Question 8 Gender and Response Chi-square Analysis

Gender * rc_Response Crosstabulation

			rc_Response			
			2	3	4	Total
Gender	1=Female	Count	21	14	8	43
		Expected Count	21.5	12.0	9.5	43.0
		% within Gender	48.8%	32.6%	18.6%	100.0%
		Adjusted Residual	-.3	1.1	-.9	
	2=Male	Count	13	5	7	25
		Expected Count	12.5	7.0	5.5	25.0
		% within Gender	52.0%	20.0%	28.0%	100.0%
		Adjusted Residual	.3	-1.1	.9	
Total		Count	34	19	15	68
		Expected Count	34.0	19.0	15.0	68.0
		% within Gender	50.0%	27.9%	22.1%	100.0%

Question #9 – How effective was the CREED program with regard to motivating you to

become a Rising Star?

For the ninth survey question, there was no significant relationship between gender and response. When asked to evaluate the effectiveness of the program to motivate the student-athlete to become a Rising Star, respondents showed no significant difference between observed and expected frequencies ($X^2_{(2)} = 3.636$, $p = .162$).

Looking specifically at the percent of responses within gender for question eight, results showed 18.6% of females responded the program was slightly effective or ineffective to motivating them to become a Rising Star. In addition, 32.6% of females responded the program was effective in terms of motivating them to become a Rising Star while 48.8% responded the CREED program was either highly effective or extremely effective to motivating them to apply to become a Rising Star.

Results showed that 36.0% of males felt the CREED program as a whole was slightly effective or ineffective to motivating them to become a Rising Star, 36.0% felt it was effective, and 28.0% felt the program was highly effective or extremely effective in terms of this motivational component.

Figure 13: Survey Question 9 Percent of Reponses by Gender

Table 9: Survey Question 9 Gender and Response Chi-square Analysis

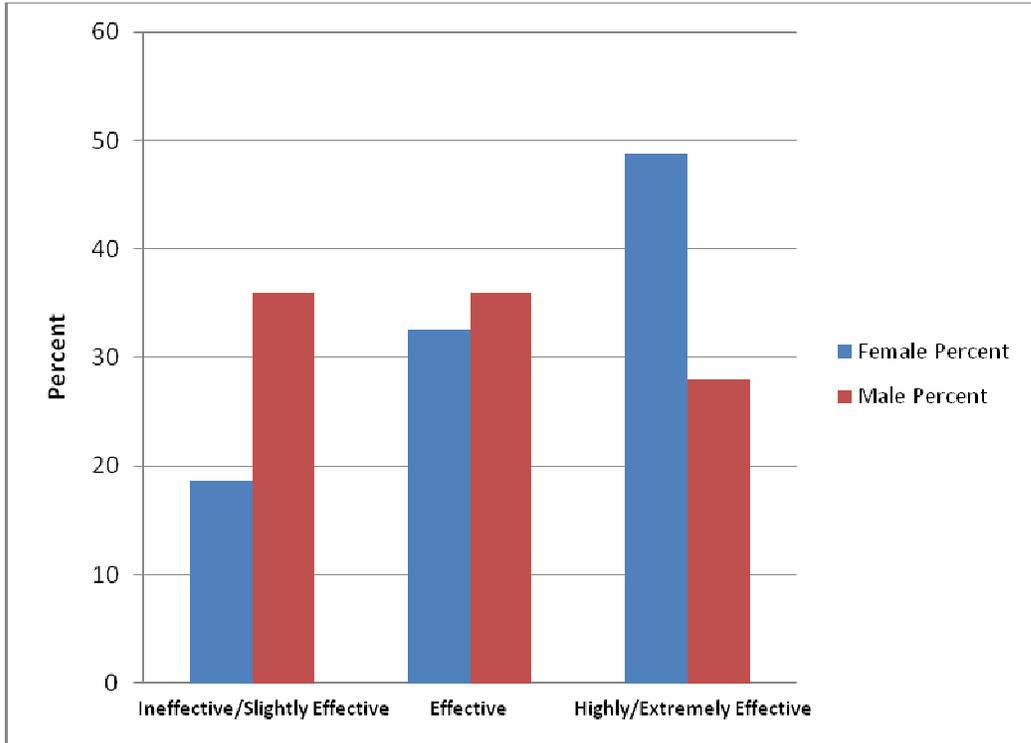|			rc_Response			
			2	3	4	Total
Gender	1=Female	Count	8	14	21	43
		Expected Count	10.8	14.5	17.7	43.0
		% within Gender	18.6%	32.6%	48.8%	100.0%
		Adjusted Residual	-1.6	-.3	1.7	
	2=Male	Count	9	9	7	25
		Expected Count	6.3	8.5	10.3	25.0
		% within Gender	36.0%	36.0%	28.0%	100.0%
		Adjusted Residual	1.6	.3	-1.7	
Total		Count	17	23	28	68
		Expected Count	17.0	23.0	28.0	68.0
		% within Gender	25.0%	33.8%	41.2%	100.0%

Question #10 – How effective was the CREED program with regard to motivating you to become a CREED mentor?

For the tenth survey question, there was no significant relationship between gender and response. When asked to evaluate the effectiveness of the program to motivate the student-athlete to become a CREED mentor, respondents showed no significant difference between observed and expected frequencies ($X^2_{(2)}$ = .072, p = .965).

Looking specifically at the percent of responses within gender for question nine, results showed 65.1% of females responded the program was slightly effective or ineffective to motivating them to become a CREED mentor. In addition, 20.9% of females responded the program was effective in terms of motivating them to become a CREED mentor while 14.0% responded the CREED program was either highly effective or extremely effective to motivating them to apply to become a CREED mentor.

Results showed that 68.0% of males felt the CREED program as a whole was slightly effective or ineffective to motivating them to become a mentor, 20.0% felt it was effective, and 12.0% felt the program was highly effective or extremely effective in terms of motivation to become a CREED mentor.

Figure 14: Survey Question 10 Percent of Reponses by Gender
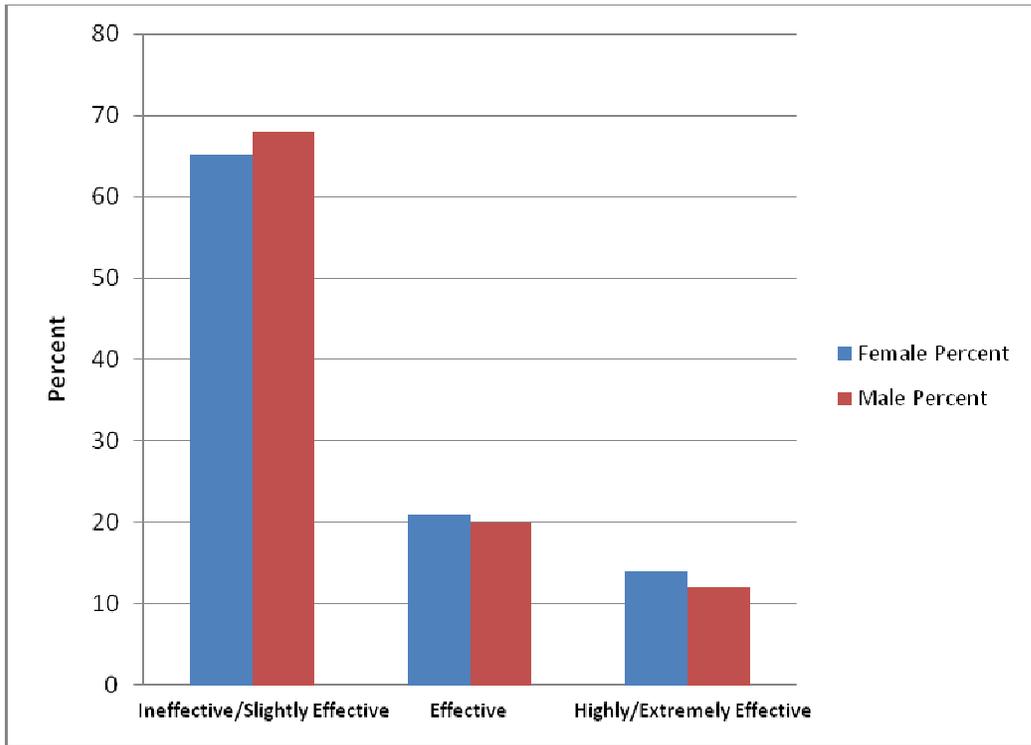
Table 10: Survey Question 10 Gender and Response Chi-square Analysis

Gender * rc_Response Crosstabulation

			rc_Response 2	rc_Response 3	rc_Response 4	Total
Gender	1=Female	Count	28	9	6	43
		Expected Count	28.5	8.9	5.7	43.0
		% within Gender	65.1%	20.9%	14.0%	100.0%
		Adjusted Residual	-.2	.1	.2	
	2=Male	Count	17	5	3	25
		Expected Count	16.5	5.1	3.3	25.0
		% within Gender	68.0%	20.0%	12.0%	100.0%
		Adjusted Residual	.2	-.1	-.2	
Total		Count	45	14	9	68
		Expected Count	45.0	14.0	9.0	68.0
		% within Gender	66.2%	20.6%	13.2%	100.0%

*Question #11 – How effective was the CREED program with regard to motivating you to become a leader in organizations outside of athletics?*

For the eleventh survey question, there was no significant relationship between gender and response. When asked to evaluate the effectiveness of the program to motivate the student-athlete to become a leader in organizations outside of athletics, respondents showed no significant difference between observed and expected frequencies ($X^2{}_{(2)} = .012$, $p = .994$).

Looking specifically at the percent of responses within gender for question eleven, results showed 34.9% of females responded the program was slightly effective or ineffective to motivating them to become a leader in an organization outside of athletics. In addition, 37.2% of females responded the program was effective in terms of motivating them to take on a leadership role outside of athletics while 27.9% responded the CREED program was either highly effective or extremely effective to motivating them to seek external leadership opportunities.

Results showed that 36.0% of males felt the CREED program as a whole was slightly effective or ineffective to motivating them to become a leader in organizations outside of athletics, 36.0% felt it was effective, and 28.0% felt the program was highly effective or extremely effective in terms of motivation to pursue a leadership role outside of athletics.

Figure 15: Survey Question 11 Percent of Reponses by Gender
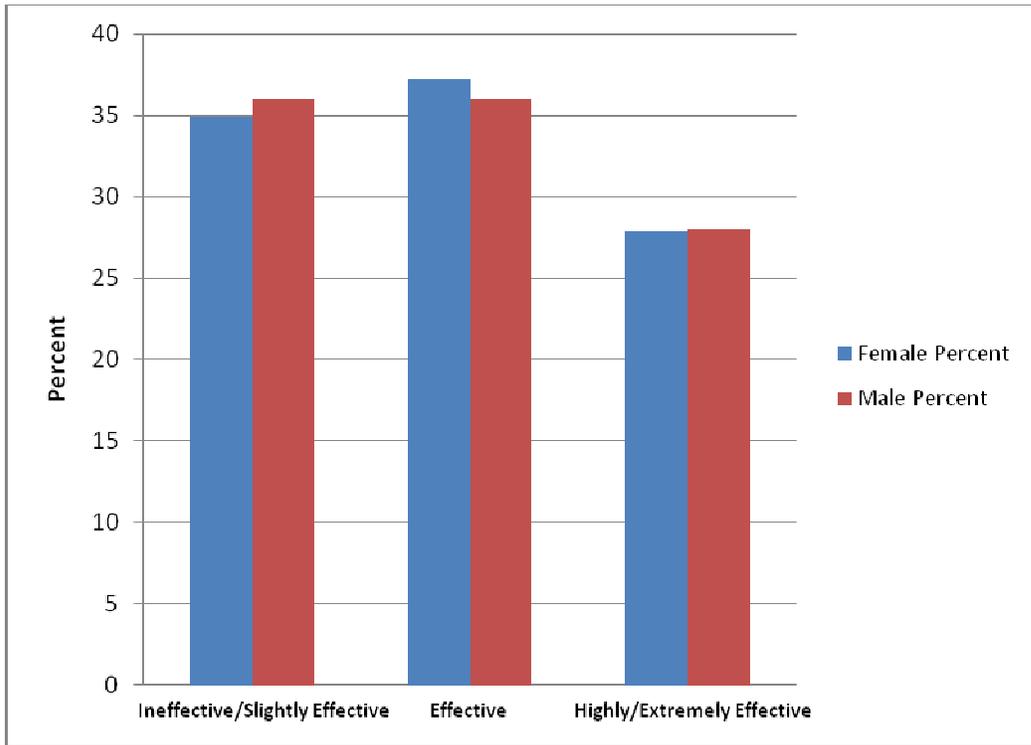
Table 11: Survey Question 11 Gender and Response Chi-square Analysis

Gender * rc_Response Crosstabulation

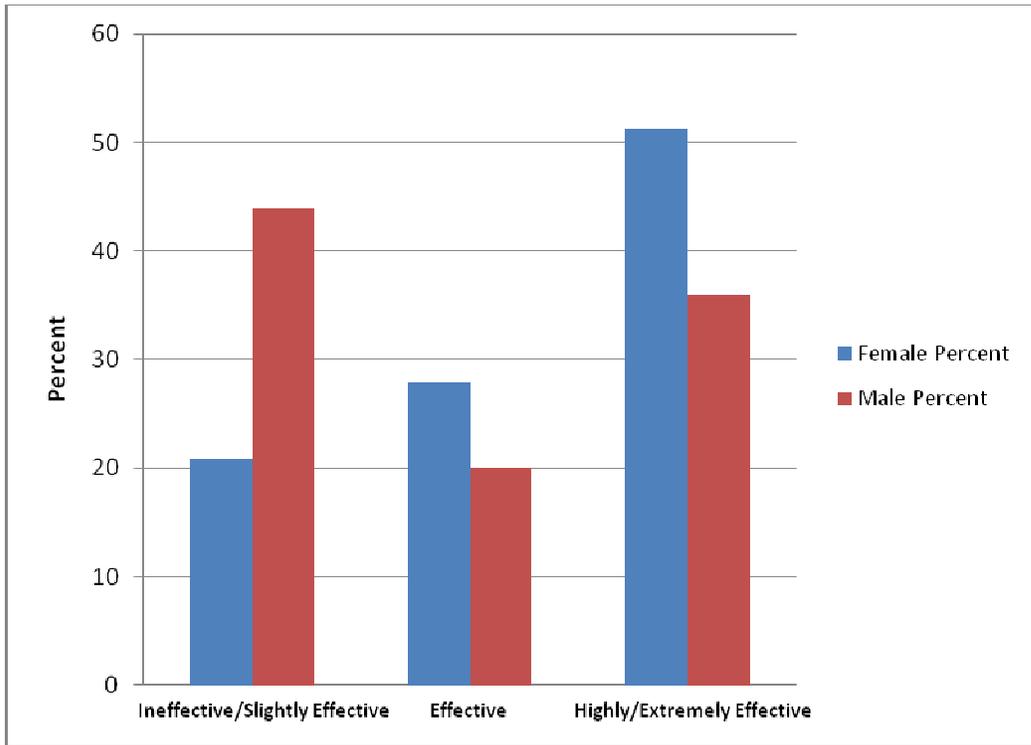|			rc_Response			
			2	3	4	Total
Gender	1=Female	Count	15	16	12	43
		Expected Count	15.2	15.8	12.0	43.0
		% within Gender	34.9%	37.2%	27.9%	100.0%
		Adjusted Residual	-.1	.1	.0	
	2=Male	Count	9	9	7	25
		Expected Count	8.8	9.2	7.0	25.0
		% within Gender	36.0%	36.0%	28.0%	100.0%
		Adjusted Residual	.1	-.1	.0	
Total		Count	24	25	19	68
		Expected Count	24.0	25.0	19.0	68.0
		% within Gender	35.3%	36.8%	27.9%	100.0%

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Question # 12 – How effective was the CREED program with regard to enabling you to learn about and understand the "Carolina Culture?"

For the twelfth survey question, there was no significant relationship between gender and response. When asked to evaluate the effectiveness of the program to enable the student-athlete to learn about and understand the "Carolina Culture," respondents showed no significant difference between observed and expected frequencies ($X^2_{(2)} = 4.053$, p = .132).

Looking specifically at the percent of responses within gender for question eleven, results showed 20.9% of females responded the program was slightly effective or ineffective to learning and understanding the Carolina Culture. In addition, 27.9% of females responded the program was effective in terms of understanding the Carolina Culture, while 51.2% responded the CREED program was either highly effective or extremely effective to enabling them to understand and learn about this program component.

Results showed that 44.0% of males felt the CREED program as a whole was slightly effective or ineffective to learning and understanding the Carolina Culture, 20.0% felt it was effective and 36.0% felt the program was highly effective or extremely effective in terms of enabling them to learn and understand the Carolina Culture.

Figure 16: Survey Question 12 Percent of Reponses by Gender

Table 12: Survey Question 12 Gender and Response Chi-square Analysis

Gender * rc_Response Crosstabulation

			rc_Response			
			2	3	4	Total
Gender	1=Female	Count	9	12	22	43
		Expected Count	12.6	10.8	19.6	43.0
		% within Gender	20.9%	27.9%	51.2%	100.0%
		Adjusted Residual	-2.0	.7	1.2	
	2=Male	Count	11	5	9	25
		Expected Count	7.4	6.3	11.4	25.0
		% within Gender	44.0%	20.0%	36.0%	100.0%
		Adjusted Residual	2.0	-.7	-1.2	
Total		Count	20	17	31	68
		Expected Count	20.0	17.0	31.0	68.0
		% within Gender	29.4%	25.0%	45.6%	100.0%

Summary Table of Results

Table 13: Quantitative Results Summary Table

Question	X2 value	df	P value
1	2.527	2	0.283
2	5.686	2	0.058
3	15.225	2	<.0005
4	3.434	2	0.18
5	2.158	2	0.34
6	1.59	2	0.451
7	0.637	2	0.727
8	1.557	2	0.459
9	3.636	2	0.162
10	0.072	2	0.965
11	0.012	2	0.994
12	4.053	2	0.132

Looked at as a Significant P Value

Qualitative Analysis Results

For all qualitative response, student-athletes had a choice whether to leave the question blank or provide a free response answer.

Question #13 – With regard to developing YOUR personal self leadership skills, what part of the CREED program was most effective?

For question thirteen, 16 out of a total of 25 male respondents chose to answer this question. The corresponded to a response rate of 64% for this question. When asked to identify the most effective portion of the CREED program, five main themes were seen in the qualitative data for males. These five major themes included (1) guest speakers, (2) group work and activities, (3) working with mentors, (4) allowing the individual to become

associated with the Athletic Department, and (5) that the program was not effective in any regard. Most notably, of the 16 individuals that responded, 50% felt group work and activities fostering team motivation, communication and interaction were most effective part of the program as a whole and 31.25% felt the guest speakers were the most effective component. In addition, 6.25% of males who responded noted that working with mentors was the most effective piece while 6.25% of these male student-athletes noted that the most effective part of the program was becoming associated with the UNC Athletic Department. A final 6.25% of respondents expressed they felt the program was "pointless," or in other words not effective at all.

In terms of females, 26 out of the total 43 females responded to this question. This corresponded to a response rate of 60.47%. When asked to identify the most effective portion of the CREED program, five main themes were also seen in the qualitative data for females. These five major themes included (1) guest speakers, (2) group work and activities, (3) meeting new people, (4) learning about herself, and (5) that the program was not effective in any regard. Most notably, of the females who responded to this question, 50% stated the guest speakers were the most effective portion of the program to develop self leadership skills. In addition, 26.92% of the 26 who responded stated group work was the most effective, 11.54% responded meeting new people was the most effective component to fostering self leadership skills, and 3.85% responded learning about them individually as a leader was most effective. Finally, 7.69% of the females who responded felt the CREED program was not effective in any form with negative responses.

Question #14 – With regard to developing YOUR personal self leadership skills, what part of the CREED program was least effective?

For question fourteen, 12 out of a total of 25 male respondents chose to answer this question. This corresponded to a response rate of 48% for this question. When asked to identify the least effective portion of the CREED program, six main themes were seen in the qualitative data for males. These five major themes included (1) the mandatory nature of the program, (2) the inability to relate to guest speakers, (3) the power point presentations, (4) outside projects, and homework, (5) that the program as a whole was least effective and should be eliminated and (5) the book work and reading. Of the 16 individuals that responded, 25% felt the mandatory nature of the program was the least effective component while 16.67% felt an inability to relate to guest speakers was the least effective part of the program as a whole. In addition, respectively 16.67% of males who responded noted that power point slides as well as projects and homework were the least effective pieces of the program to develop self leadership skills. An additional 16.67% felt that the entire program was ineffective to developing self leadership skills. A final 8.33%% of male respondents expressed they felt the book used was the least effective portion of the CREED program.

In terms of females, 27 out of the total 43 females responded to this question. This corresponded to a response rate of 62.79%. When asked to identify the least effective portion of the CREED program, seven main themes were seen in the qualitative data for females. These seven major themes included (1) the mandatory nature of the program, (2) the time commitment required, (3) homework, book work and activities, (4) ineffective use of group time, (5) lack of mentor leadership, (6) guest speakers too long or off topic, and (7) stating that no specific part of the program was ineffective. Most notably, of the females

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who responded to this question, 37.04% responded non-productive group work was the least effective component. While 18.52% responded homework, book work and activities were the least effective, 14.81% felt the lack of mentor leadership was the least effective component of the program. Overall, 11.11% of respondents noted guest speakers speaking too long or off topic was the least effective component, 7.41% stated the mandatory nature of the program was the least effective portion and 3.70% of stated time commitment was the least effective part of the program to develop self leadership skills. Finally, 7.41% of the females who responded felt that no part of the CREED program was ineffective.

Question #15 – For the purposes of effective development of self leadership skills, is there anything missing from the CREED program curriculum? What, if anything, would you recommend adding to the program?

For question fifteen, 10 out of a total of 25 male respondents chose to answer this question. The corresponded to a response rate of 40% for this question. When asked to identify the least effective portion of the CREED program, four main themes were seen in the qualitative data for males. These four major themes included (1) the need for more activities, (2) the need for more Creed mentor leadership, (3) the need for more social interaction, and finally (4) the response that the program was effective and nothing needed to be added. Of the 10 individuals that responded, 30% noted that more social interaction during workshops should be added to effectively develop self leadership skills. Another 30% of male respondents expressed they felt the program was effective in its current state and nothing should be added. Next, 20% felt more activities should be added to workshops while an additional 20% felt more CREED mentor leadership was a necessary addition.

In terms of female responses, 23 out of the total 43 females responded to this

question. This corresponded to a response rate of 53.49%. When asked to identify necessary

additions for the CREED program, seven main themes were seen in the qualitative data for

females. These seven major themes included (1) topics and discussion covering sport

culture, (2) community service opportunities, (3) more CREED mentor leadership (4) food,

(5) more interaction and activities, (6) more diverse guest speakers, and (7) stating that

nothing should be added to the program. Most notably, 47.83% of the 23 females who

responded stated more interactive activities should be incorporated. Next, of the females

who responded to this question, 4.35% stated topics and discussion covering sport culture

should be added, 4.35% felt community service opportunities should be incorporated, 8.70%

felt more CREED mentor leadership should be fostered, and 4.35% felt food should be added

to improve the program. While 4.35% felt guest speakers should be diversified, a final

26.09% felt nothing should be added to the program and that it was effective in its current

status.

Question #16 – Effective development of self leadership skills for each student-athlete is

the goal of the CREED program. Is there any part of the CREED program that is not

effective in accomplishing this goal? What, if anything, would you recommend be

eliminated from the program?

For question fifteen, 7 out of a total of 25 male respondents chose to answer this

question. The corresponded to a response rate of 28% for this question. When asked to

identify the least effective portion of the CREED program, four main themes were seen in the

qualitative data for males. These three major themes included (1) eliminating speakers that

were hard to relate to, (2) eliminating nothing, and (3) eliminating the mentor program unless changes are made. Of the 7 individuals that responded, 42.86% felt nothing should be eliminated from the program, 28.57% felt the mentor program should be eliminated if changes are not made, and a final 28.57% felt speakers that were irrelevant to the topic should be eliminated.

In terms of females, 15 out of the total 43 females responded to this question. This corresponded to a response rate of 34.88%. When asked to identify necessary additions for the CREED program, five themes were seen in the qualitative data for females. These five major themes included (1) the mentor program unless significant changes are made, (2) homework assignments, (3) the drum circle (4) speakers that are hard to relate to or off topic, and (5) stating that nothing should be eliminated from the program. Most notably, 66.67% of the 23 females who responded stated nothing should be eliminated from the program. Next, of the females who responded to this question, 13.33% stated the mentor program should be eliminated unless significant changes are made. Finally, 6.67% of female respondents felt homework should be eliminated, another 6.67% felt the drum circle activity should be eliminated, and a final 6.67% stated that certain guest speakers should be eliminated to improve the effectiveness of the program to foster self leadership skills.

CHAPTER V

DISCUSSION

Interpretation/Discussion

Overall the findings in this study seem to appropriately mirror the population based upon the response breakdown by gender and the overall response rate above 30%.

Research Question #1

Question one did not present a significant relationship between gender and response. However, looking at trends and patterns in the responses by percentages gives additional insight regarding each component's perceived effectiveness. Looking at Figure 5: Survey Question 1 Percent of Responses by Gender, bar graphs suggest the majority of both males (shown in red) and females (shown in blue) view this component (the personal interaction with their CREED mentor) as ineffective/slightly effective to development of self leadership skills. A moderate amount of both males and female consider this component to be effective while a very few percentage of both males and females view this component as highly or extremely effective. This suggests both males and females in this sample feel the personal interaction with their CREED mentor is fairly low or at best slightly effective to developing self leadership skills.

Research Question #2

Question two did not present a significant relationship between gender and response based on the .05 alpha level. However, looking at the percentage of responses within gender shows important trends. Figure 6: Survey Question 2 Percent of Responses by Gender shows males and females differ in their views of this component. This is signified by the varying bar height pattern. While a majority of males (64%) responded this component (the small group circle sessions, held monthly and led by their CREED mentor) was at best slightly effective, the majority of females (41.9%) responded this component was indeed effective.

If treating this as a significant find, one can view from expected and observed frequencies that females and males move in an opposite pattern. Looking at the cells representing a response of 2 (ineffective/slightly effective), one can see that less females than expected and more males than expected responded with this answer. Looking at the cells representing a response of 3 (effective), one can see that more females than expected and fewer males than expected chose this response.

It appears that according to this sample the majority of females (41.9%) view the small group sessions with Creed mentors as effective. In contrast, an overwhelming majority of males (64%) view this component as ineffective or slightly effective.

Research Question #3

Question three provided the only significant relationship between gender and response of the study.

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One can notice by looking at expected and observed frequencies that females and males move in an opposite pattern similar to Question 2. Looking at the cells representing a response of 2 (ineffective/slightly effective), one can see that less females than expected and more males than expected responded with this answer. Looking at the cells representing a response of 3 (effective), one can see that more females than expected and fewer males than expected chose this response.

By looking at the bar graphs in Figure 7: Survey Question 3 Percent of Response by Gender, one can see this pattern holds true. The varying bar height pattern suggests males and females differ in their views of this component (the cumulative effective of the six monthly workshops). While a majority of males (68%) responded this component was at best slightly effective, the majority of females responded that this component was indeed effective. It appears that according to this sample the majority of females (collectively a 79.1% response rate between a 3 and 4) view the cumulative effect of the six monthly workshops as effective or better. In contrast, an overwhelming majority of males (68%) view this much lower.

Research Question #4

Question four did not present a significant relationship between gender and response. However, looking at trends and patterns in the percentage responses gives additional insight. Looking at Figure 8: Survey Question 4 Percent of Responses by Gender, bar graphs suggest the majority of both males and females view this component (the cumulative effect of guest speakers) as highly/extremely effective to development of self leadership skills. A moderate amount of both males and female consider this component to be effective while a very few

70

percentage of both males and females view this component as ineffective/slightly effective.

Therefore, this suggests genders agree the cumulative effect of guest speakers was effective

in developing self leadership skills.

Research Question #5

Question five did not present a significant relationship between gender and response.

However, looking at trends and patterns in the percentage responses gives additional insight.

Looking at Figure 9: Survey Question 5 Percent of Responses by Gender, bar graphs suggest

the majority of males and females view this component (the encouragement from head coach

to complete CREED) differently. The majority of females (44.2%) saw this component as

highly/extremely effective to development of self leadership skills. In contrast, the majority

of males (48.0%) saw this component as ineffective/slightly effective. This is a clear

opposing trend between genders. This suggests while males view the encouragement from

their head coaches very low or at best slightly effective to developing self leadership skills,

females view this component as highly or extremely effective to self leadership development.

This could perhaps relate to the interpersonal relationship levels females possess with their

coaching staff versus males. Looking at this question based upon team or individual sport

would be useful to understand if this was purely based upon gender or if the nature of the

coach and sport (individual or team) was an additional factor to high ratings from females

and low ratings from males.

Research Question #6

Question six did not present a significant relationship between gender and response.

However, looking at trends and patterns in the percentage responses gives additional insight.

Looking at Figure 10: Survey Question 6 Percent of Responses by Gender, bar graphs

suggest the majority of both males (52.0%) and a large majority of females (37.2%) view this

component (the year-long partnership between student-athlete and head coach) as

ineffective/slightly effective to development of self leadership skills. A moderate amount of

males (32.0%) and equal percentage to the prior response of females (37.2%) consider this

component to be effective. A very few percentage of both males and females view this

component as highly or extremely effective. This suggests both males and females in this

sample feel the year-long partnership between themselves and their coaches is fairly low or at

best slightly effective to developing self leadership skills.

Research Question #7

Question seven did not present a significant relationship between gender and

response. However, looking at trends and patterns in the percentage responses gives

additional insight. Looking at Figure 11: Survey Question 7 Percent of Responses by

Gender, bar graphs suggest the majority of both males (56.0%) and females (53.5%) view

this component (easing the transition from high school to collegiate student-athlete) as

ineffective/slightly effective to development of self leadership skills. This suggests the

majority of both males and females in this sample feel the CREED program is at best slightly

effective to easing the transition to being a collegiate student-athlete.   Of the remaining

percentage of respondents, a greater percentage of females (collectively 46.5% between

response 3 and 4) saw this program component as effective or better to developing self

leadership skills versus a lower collective response from males (44% collectively between

response 3 and 4).

Research Question #8

Question eight did not present a significant relationship between gender and response. However, looking at trends and patterns in the percentage responses gives additional insight. Looking at Figure 12: Survey Question 8 Percent of Responses by Gender, bar graphs suggest the majority of both males (52.0%) and females (48.8%) view this component (establishing social networks) as ineffective/slightly effective to development of self leadership skills. This suggests the majority of both males and females in this sample feel the CREED program is at best slightly effective to establishing social networks.   Of the remaining percentage of respondents, a greater percentage of females (collectively 51.2% between response 3 and 4) saw this program component as effective or better to developing self leadership skills versus a lower collective response from males (44% collectively between response 3 and 4).

Research Question #9

Question nine did not present a significant relationship between gender and response. However, looking at trends and patterns in the percentage responses gives additional insight. Looking at Figure 13: Survey Question 9 Percent of Responses by Gender, bar graphs suggest the majority of females (48.8%) view this component (motivation to become a Rising Star) as highly/extremely effective. In contrast, the males are split evenly between feeling the program component is effective or less than effective (36.0% respectively). This suggests while the majority of females in this sample feel the CREED program is extremely/highly effective to motivating one to become a Rising Star, males tend to be spread more evenly across the response scale.

Research Question #10

Question ten did not present a significant relationship between gender and response. However, looking at trends and patterns in the percentage responses gives additional insight. Looking at Figure 14: Survey Question 10 Percent of Responses by Gender, bar graphs suggest the majority of females (65.1%) as well as males (68.0%) view this component (motivation to become a CREED mentor) as ineffective/slightly effective. The agreement in response trend continues with a moderate amount of both males and females feeling this component is effective and a very low percentage of both males and females feeling this component is highly/extremely effective. This suggests the majority of both male females in this sample feel the CREED program is ineffective/slightly effective to motivating one to become a CREED mentor.

Research Question #11

Question eleven did not present a significant relationship between gender and response. However, looking at trends and patterns in the percentage responses gives additional insight. Looking at Figure 15: Survey Question 11 Percent of Responses by Gender, bar graphs suggest the majority of females (37.2%) view this component (motivation to seek leadership roles outside athletics) as simply effective. Males are split evenly between feeling the program component is effective or less than effective (36.0% respectively). This suggests while the majority of females in this sample feel the CREED program is effective in motivating one to seek leadership roles outside athletics, males do tend to be spread more evenly across the response scale.

Research Question #12

Question twelve did not present a significant relationship between gender and response. However, looking at trends and patterns in the percentage responses gives additional insight. Looking at Figure 16: Survey Question 12 Percent of Responses by Gender, bar graphs suggest the majority of females (51.2%) view this component (learning and understanding of the "Carolina Culture") as highly/extremely effective. In contrast, the majority of males (44.0%) feel this component of the CREED program is ineffective/slightly effective. This suggests while the majority of females in this sample feel this component of understanding and learning about the "Carolina Culture" is highly or extremely effective to developing self leadership skills, males feel this component is only at best slightly effective.

Research Question #13

Question thirteen, which focused on the student-athlete's perceptions of the most effective components of the CREED program curriculum, appears to have both commonalities and differences in trends between genders. Both males and females stated the most effective components of the CREED program included guest speakers and group work activities. Females uncovered two unique themes not brought up by males including meeting new people and learning about oneself. This response from females could relate back to the transformational leadership style stereotype Burns (1978) addressed of females favoring engagement and feedback throughout the leadership development process. In contrast, males brought up themes such as becoming more familiar with the UNC Athletic Department and that the CREED program was not effective at all. This may support the stereotype discussed by Mayer (1997) and Burns (1978) that males prefer transactional leadership styles of

directive task accomplishment and self-guided interaction rather than smaller group work focused on social engagement.

Research Question #14

Question fourteen, which focused on the student-athlete's perceptions of the least effective components of the CREED program curriculum, also showed commonalities and differences in trends between genders. Both genders noted the theme of the mandatory nature of the program, homework, and the inability to engage with certain guest speakers as least effective components of the program. Females brought out two unique themes including ineffective use of group time and lack of mentor leadership as being least effective components of the program. This may relate to the notion of females preferring transformational leadership styles conducive to small group work in which feedback and continuous engagement is desired (Burns, 1978). In contrast, males surfaced a unique theme of power point presentations being the least effective portion of the program. This may relate to the idea of males preferring transactional leadership methods of directive task accomplishment without continuous follow-up and group interaction prompted by slides (Burns, 1978).

Research Question #15

Question fifteen, which focused on the student-athlete's perceptions of necessary additions to the CREED program curriculum, saw a significant drop in response rate for both males and females. This could be due to the fact the question fell toward the end of the survey. Question fifteen showed more commonalties than previous questions in trends. Both males and females reported a desire to add more CREED mentor leadership, more social

interaction, and activities during workshops. This appears to sway toward the

transformational form of leadership for both genders as the desire to increase interaction with

peers and mentors suggests an interest in seeking feedback and support throughout the

leadership development process (Burns, 1978).

Research Question #16

Question sixteen, which focused on the student-athlete's perceptions of necessary

components of the CREED program curriculum to eliminate, posted the lowest response rate

for both males and females. Again this could be due to the fact this was the final question of

the survey and not required to complete before submission. Both males and females surfaced

the overwhelming theme that over all nothing should be eliminated from the program.

Instead, both genders pointed out the need to revamp certain aspects of the program,

specifically the CREED mentor program and ability to relate with and engage during guest

speaker presentations.

Summary

Overall, quantitative data analysis found one statistically significant relationship

between gender and response based upon findings in Research Question 3 ($X^2_{(2)}$ = 15.225, p

< .0005). This significant finding showed that a statistically significant difference existed

between expected and observed frequencies of a student-athlete's response in regards to his

or her perceived effectiveness of the CREED program workshops collectively.

Although Chi-square analysis findings were insignificant in terms of this study ($X^2_{(2)}$

= 5.686, p = .058), research question two was also looked at as though it were a significant

find. Due to the limited size of the sample, a higher response rate could have made this P

value fall below the .05 alpha level. If this were the case, a larger sample of a similar population may show a significant relationship between student-athlete gender and response in regards to the perceived effectiveness of the small group circle sessions, held monthly and led by CREED mentors.

Quantitative analysis also uncovered eleven non-significant relationships. Chi-square analysis of Research Questions 1,2, 4,5 and 6 portrayed no significant relationship existed between student-athlete gender and his or her perceived effectiveness of (1) the individual, personal interaction with his or her CREED mentor, (2) the CREED small group circle sessions, held monthly, led by team mentors, (4) the cumulative effect of mandatory guest speakers, (5) the encouragement from his or her head coach to complete the CREED program and (6) the year-long partnership between the student-athlete and his or her head coach to develop self leadership skills. Within this set of questions, the trends in response of question five particularly stood out as females ranked the encouragement of their head coaches to complete the CREED program very highly (highly to extremely effective) while males ranked this component much lower (ineffective to slightly effective) in fostering self leadership skills. This striking difference sparks future research questions as to whether the nature of the sport (team or individual) as well as the leadership style of the coach could be an additional factor to gender.

Chi-square analysis of Research Questions 7-12 portrayed no significant relationship existed between student-athlete gender and his or her perceived effectiveness of the CREED program to (1) ease the transition from high school to being a collegiate student-athlete, (2) establish social networks, (3) provide motivation to become a Rising Star (4) provide motivation to become a CREED mentor (5) provide motivation to seek leadership

opportunities in organizations outside of athletics and (6) learn about and understand the "Carolina Culture."

Overall, qualitative analysis portrayed across genders that group work and activities fostering team motivation, communication and interaction in addition to guest speakers were the two most effective components of the program to develop self leadership skills. Next, results showed both male and female student-athletes felt the mandatory nature of the program and un-productive group work time negatively influenced the perceived program effectiveness. Females tended to surface themes requiring showing they favored more interactive leadership in group work while males tended to view self directed methods of learning more effectively. Finally, qualitative analysis portrayed an overwhelming majority of both males and females feeling that nothing should be eliminated from the current program, but rather curriculum changes and improvements made.

Recommendations for the CREED Program

Overall, data analysis suggests that student-athletes feel changes could be made to the CREED program curriculum to better develop self leadership skills. This knowledge and feedback is crucial to enable program directors to make changes, additions and deletions to best achieve the goal of developing self leadership skills in freshmen student-athletes.

First, many students recognized difficulty in perceiving the program as effective due to the mandatory nature. Qualitative analysis portrayed that student-athletes perceived guest speakers and group work to be most effective in developing leadership skills. Since the CREED program is mandatory in nature, possibly investing resources in key components such as the CREED mentor program will enable student-athletes to better perceive the

effectiveness of the program to develop personal leadership skills. A focus on leadership from the top level down beginning with older student-athlete CREED mentors could foster increased group cohesion and networking within smaller group sessions. Once a level of respect is attained for older student-athlete peers serving as CREED mentors, student-athletes may find increased value in the CREED program as well aspire to be like their peer mentors. In turn, this could help students find additional value in the program as they create social connections, easing the transition process and finding motivation to continue to invest time in upper levels of the program. Perhaps an increase in time commitment for mentor training and stricter selection process could facilitate an increase in effectiveness in this program component.

In addition, a large number of student-athletes felt special guest speakers added value and knowledge to the experience of CREED. An increased focus on initiatives to connect with and bring in varied guest speakers outside the UNC family and athletic department may bring fresh ideas and perspectives. Fresh faces may increase the likelihood of holding the student-athletes attention. In addition, ensuring relevance to the workshop topic and timeliness of each speaker's presentation may also increase the perceived effectiveness of the CREED program as the attention span of younger student-athletes is maximized.

Overall, it appears focus and attention placed within the small group components and guest speaker component of the CREED program could drastically improve the effectiveness of several key goals of the program including easing the transition from high school, establishing social networks, enabling understanding of the Carolina Culture and increasing motivation to invest time in upper levels of the program. As student-athletes recognize the value of the program to accomplish these crucial self leadership factors in the freshmen

student-athlete experience, program directors could notice a significant jump in the perceived effectiveness of the program to increase self leadership skills.

The Carolina Leadership Academy staff should continue to monitor and track student-athlete feedback to continually make improvements as the targeted freshmen student-athlete population changes yearly.

Recommendations for Further Study

Burns (1978) looked at gender differences in leadership development patterns as they related to transformational and transactional leadership. Mayer (1997) looked specifically at stereotypes in leadership style roles based upon gender. Both studies pointed out common stereotypes found in the work force as gender can correlate with being accepted as a transformational or transactional leader. This specific study could be expanded to include these concepts by adding survey questions addressing the student-athletes' perceived leadership style. Researchers could then look for trends and patterns based on student-athlete gender to see if stereotypes exist in the student-athlete population similar to those Mayer and Burns found in the work force.

Next, in this study the specific sport of the student-athlete was not considered as a crucial independent variable due to the relatively small response rate and inability to accurately interpret Chi-square analysis with larger than adequate cell count for this variable. In future studies, leaving the survey open for a longer period of time may enable a larger response rate. Dispersing the survey in person during the final CREED meeting of the spring semester rather than electronically may also significantly increase the response rate.

In addition, expanding this study to include additional data collection of personal attributes such as race, ethnicity, and prior leadership experience to see whether there are trends and patterns would be useful. Differences in perceptions based upon whether the student-athlete participated in a team sport or individual sport should also be explored.

Additional longitudinal studies may include performing a pre, post and retrospective survey within a given CREED program class. In this scenario, student-athletes would rank their perceived self leadership ability prior to completing the CREED program in the fall semester of matriculation in college and immediately following completion of the program in the spring semester of the first year. In addition, the student-athletes would complete a retrospective analysis of their perceived self leadership ability in the fall semester of their sophomore year, similar to the method in this study. Data could be compared to track trends across the span of a full year of the student-athlete's freshmen year experience.

Time constraints placed on the study made certain areas of analysis such as those listed above impossible, but could provide added benefit for CREED program curriculum development.

APPENDICES

Appendix I. Consent to Participate Form

University of North Carolina-Chapel Hill
Consent to Participate in a Research Study
IRB Study #08-1931

Title of Study: A Critical Analysis of the Carolina Leadership Academy's CREED Program at the UNC-Chapel Hill

Principal Investigator: Kristina Meissen
Department: Exercise and Sport Science
Phone number: 608-628-9187, Email: meissen@uncaa.unc.edu
Faculty Advisor: Barbara Osborne

Dear Participants,

My name is Kristina Meissen and I am currently a second year graduate student in the Exercise and Sport Science-Sport Administration program at UNC-Chapel Hill. As part of my Master's thesis, I am performing a critical program analysis of the Carolina Leadership Academy's CREED program.

You are receiving this survey because you were identified by the University of North Carolina Athletics Departments Division of Academic Support Services as one of 211 student-athletes who completed the Carolina Leadership Academy's CREED program as a freshman in the Spring 2008 semester.

The purpose of this study is to determine if there is a significant relationship between student-athlete gender and the perceived effectiveness of the CREED program. The ultimate goal of this research
study is to use research findings to make recommendations to improve the CREED program for future freshmen student-athlete classes.

To participate in this study, simply click the link below and answer the questions asked. The survey will take approximately five minutes to complete. Your participation in this study is optional. Your responses will remain anonymous. No one will be able to trace your answers back to you, and your participation will have no bearing on your athletic or academic standing. If you decide to take part in this study, you may stop at any time without penalty.

If you want to know more about this research project, please feel free to contact me at the contact number or email above. This project has been fully approved by the Institutional Review Board at UNC-Chapel Hill. Thank you in advance for your time and participation.

By connecting to the survey through the link provided, you consent to participate in this research study and attest that you are 18 years of age or older.

Here's the link:
<ahref="**https://www.surveymonkey.com/s.aspx?sm=OetjhwR_2bwIiF4mYgSkzUHQ_3d_3d">Click Here** to take survey

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A Critical Analysis of the Carolina Leadership Academy's CREED Program at the University of North Carolina-Chapel Hill
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Section I-Demographic Information

1. Sex

> Female
> Male

2. Sport

If you participate in more than one sport, please select your fall sport.

> Baseball
> Basketball-Men's
> Basketball-Women's
> Cross Country-Men's
> Cross Country-Women's
> Fencing-Men's
> Fencing-Women's
> Field Hockey
> Football
> Golf-Men's
> Golf-Women's
> Gymnastics
> Indoor Track and Field-Men's
> Indoor Track and Field-Women's
> Lacrosse-Men's
> Lacrosse-Women's
> Outdoor Track and Field-Men's
> Outdoor Track and Field-Women's
> Rowing
> Soccer-Men's
> Soccer-Women's
> Softball
> Swimming/Diving-Men's
> Swimming/Diving-Women's
> Tennis-Men's
> Tennis-Women's
> Volleyball
> Wrestling

Section II-Directions

The goal of the Carolina CREED program you completed in May, 2008 was to develop self leadership skills as a Carolina student-athlete, ease the transition to the freshmen college experience, and provide a social network and outlet for developing you as future leaders.

Please answer all of the following questions to the best of your ability considering your individual perceptions of the Carolina CREED program. For purposes of this study, these concepts are defined as:

Self Leadership = Mastery of Four Key Components

1) COMMITMENT

- Is one of the hardest workers on the team

- Cares passionately about the team's success

- Is a competitive person who wants to win

2) CONFIDENCE

- Has confidence in his/herself as a person and his/her

ability to lead

- Wants to perform in pressure situations

- Bounces back quickly following mistakes and errors

3) COMPOSURE

- Stays calm and composed in pressure situations

- Stays focused when faced with distractions,

obstacles, and adversity

- Keeps his/her anger and frustration under control

4) CHARACTER

- Consistently does the right thing on and off the

court/field/track/etc.

- Is honest and trustworthy

- Treats teammates, coaches, and others with respect

Section III-CREED Program Curriculum

How effective were each of the following with regard to YOUR development of self leadership skills?

1. The individual, personal interaction you had with your CREED mentor?

1 Ineffective
2 Slightly Effective
3 Effective
4 Highly Effective
5 Extremely Effective

2. The small group circle sessions, held monthly, with your CREED mentor?

1 Ineffective
2 Slightly Effective
3 Effective
4 Highly Effective
5 Extremely Effective

3. The cumulative effect of the six monthly CREED workshops?

1 Ineffective
2 Slightly Effective
3 Effective
4 Highly Effective
5 Extremely Effective

4. The cumulative effect of the mandatory guest speaker sessions that were part of the CREED program?

1 Ineffective
2 Slightly Effective
3 Effective
4 Highly Effective
5 Extremely Effective

5. Encouragement from your head coach to complete the CREED program?

1 Ineffective
2 Slightly Effective
3 Effective
4 Highly Effective
5 Extremely Effective

6. The continuing, year long partnership between you and your head coach as part of the CREED program?

        1 Ineffective
        2 Slightly Effective
        3 Effective
        4 Highly Effective
        5 Extremely Effective

Section IV- CREED Program Curriculum

Answer each question considering the cumulative CREED program experience.

How effective were each of the following with regard to YOUR development of personal leadership skills?

1. Easing the transition from high school to being a collegiate student-athlete?

1 Ineffective
2 Slightly Effective
3 Effective
4 Highly Effective
5 Extremely Effective

2. Establishing social networks?

1 Ineffective
2 Slightly Effective
3 Effective
4 Highly Effective
5 Extremely Effective

3. Motivating you to become a Rising Star?

1 Ineffective
2 Slightly Effective
3 Effective
4 Highly Effective
5 Extremely Effective

4. Motivating you to become a CREED mentor?

1 Ineffective
2 Slightly Effective
3 Effective
4 Highly Effective
5 Extremely Effective

5. Motivating you to become a leader in organizations outside of athletics?

1 Ineffective
2 Slightly Effective
3 Effective
4 Highly Effective
5 Extremely Effective

6. Enabling you to learn about and understand the "Carolina Culture?"

     1 Ineffective
     2 Slightly Effective
     3 Effective
     4 Highly Effective
     5 Extremely Effective

Section V- Free Response

1. With regard to developing YOUR personal self leadership skills, what part of the CREED program was most effective?

2. With regard to developing YOUR personal self leadership skills, what part of the CREED program was least effective?

3. For the purpose of effective development of self leadership skills, is there anything missing from the CREED program curriculum? What, if anything, would you recommend adding to the program?

4. Effective development of self leadership skills for each student-athlete is the goal of the CREED program. Is there any part of the CREED program that is not effective in accomplishing this goal? What, if anything, would you recommend be eliminated from the program?

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