

Student-Athlete Career Development through Community Service: A Retrospective Study

A Thesis Presented for the
Master of Science
Degree
The University of Tennessee, Knoxville

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May 2016

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Acknowledgements

I would like to thank my faculty advisor, James Bemiller, for his guidance and supervision in this endeavor. Mr. Bemiller served as outstanding counterpart, mentor, and sometimes therapist in this research. Furthermore, I could not have completed this work without the help of Drs. Lars Dzikus and Steven Waller, both of which encouraged and pushed me to new standards of excellence. I wish I could dedicate more than one page for this collective committee. My coworkers and classmates at the University of Tennessee deserve the utmost credit and respect for encouraging and motivating me to do great work and enhance the student-athlete experience. In particular, I would like to thank my coworker Dr. Georgia Caver for holding me accountable for diligent and focused writing. Also deserving recognition are the former NCAA student-athletes who assisted me in sharing their stories of service and career development as well as the local organizations and athletic departments that oftentimes catalyzed their involvement. Lastly, I would like to extend thanks to the Southeastern Conference Communications Department for providing me with the names of the former Community Service Team members.

Abstract

This study examined the career development of seven former Southeastern Conference (SEC) student-athletes who were awarded membership to the SEC Community Service team through their contributions both with their teams and individually. The NCAA Division-I student-athlete population is a unique subset of college students that face hindrances through time restraints but also have designated sources aimed to enhance their academic and vocational development, with the latter usually assigned to full-time Life Skills administrators. Through a series of phone interviews focused on reflective collegiate community service and career development, several themes emerged. For collegiate community service the most common themes were: Service Settings, Current Service, and Time Restraints. For career development, the major themes that emerged from the interviews were: Working with Diverse Groups, Scholarship and Admittance into Graduate Programs, and Career Choice/Personal Values.

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Chapter 1

Introduction

Many educators believe that the collegiate experience is meant to transform young adults in many aspects of their lives while ultimately leading to increased employment opportunities upon completion of a degree (Federal Student Aid, 2015). While many factors contribute to employability, the relationship between academic success, extra-curricular involvement, and prior work experience in recent college graduates continues to shift as more and more employers look beyond just the transcript and into other facets of a young professional's collegiate experience (Peter D. Hart Research Associates, 2006). Gone are the days when a bachelor's degree led directly to a job offer upon graduation. Instead, employers tend to focus on well-rounded employees who combine academic success with practical experience, be it applied leadership, community service, or prior internships and job shadows (Peter D. Hart Research Associates, 2006). However, a particular subset of college students is committed to obligations that, for the most part, inhibit them from committing to any form of contractual, long-term work during their collegiate career. For this group, the oft-heralded and highly visible student-athletes, activities leading to "well-roundedness" and increased employability may cut into athletic obligations (possibly necessary to maintain scholarship) and academic requirements. Indeed, student-athletes may not have time to participate in extra-extracurricular activities beyond their sport and, therefore, take part in relevant long-term professional development opportunities (Weisberg, 2011).

Benefits of Student-Athlete Participation

With these conflicts in mind, participating in varsity athletics at a collegiate level does come with its own inherent benefits. Evidence shows that former collegiate male student-

athletes, on average, earn a 4% higher income than non-athlete males (Long & Caudill, 1999). Research also suggests substantial personal development and growth in areas of self-esteem, leadership abilities, interpersonal skills, resiliency, and competitive spirit via the student-athlete experience (Lapchick, 1987; Ryan, 1989; Taylor, 1995). One would be hard-pressed to deny these traits as invaluable to an individual's career.

In a summary of literature related to occupational careers among former athletes, Coakley (1993) noted that sport is connected to career success when it increases opportunities to complete academic degrees or job-related skills, increases support for overall growth and development not limited to athletic development and progression, and expands experiences, identities, and abilities unrelated to sports. All three of these items are facets of the National Collegiate Athletic Association's Life Skills program (formerly CHAMPS).

NCAA Life Skills/CHAMPS

The National Collegiate Athletic Association (NCAA) launched their CHAMPS (Challenging Athletes' Minds for Personal Success)/Life Skills program in 1994 as a way to promote service and holistic development in student-athletes at the Division I, II, and III levels. The since retitled NCAA Life Skills program encourages athletic departments to develop skills in the student-athlete population that will be applicable in every stage of their lives, including financial literacy, leadership training, stress management, and general career development. In the mid-1990s, athletic departments began hiring Life Skills administrators to take on these responsibilities and, in some cases organize community service programs for student-athletes. Perhaps ahead of the curve, or simply being efficient with the staffing, Life Skills professionals generally find themselves in a trio of obligations to the student-athletes, to develop them personally and professionally, and to also coordinate and execute their community service. Prior

to 1994, it was up to the universities' discretion as to what developmental resources they would provide to student-athletes. The University of Florida at Gainesville was one of the first schools to implement personal and career counseling specific to student-athletes (Wittmer et al., 1981). Alongside academic monitoring, the University of Florida athletic department paved the way for student-athlete development by recognizing that oftentimes the personal issues of the student-athletes manifest in poor educational marks (Wittmer et al., 1981). They also initiated a freshman-level course specifically for student-athletes, which dealt with the growth and development of the young athletes and explored the following topics: interpersonal skills, effective leadership skills, career interest and planning, as well as time management.

Career Development

Typically, Division-I institutions adhering to the NCAA Life Skills mission provide student-athletes with outlets and avenues for professional networking, internship placement, career counseling, and opportunities to serve in the community. While there are opportunities to gain professional experience even with athletic obligations, this does not mean that every student-athlete is in a position to do so. In fact, there are inherent pressures that student-athletes face to perform at a top-level (Pope & Miller, 1996) that retard other crucial developmental areas of student-athletes. Researchers ponder whether there is low-commitment, low-pressure environment for student-athletes to gain valuable personal and career development outside of the athletic and academic realm, namely through community service

While the body of literature concerning community service in student-athletes does highlight the felt benefits by student-athletes (McHugo, 2005) there is a dearth of information connecting the crucial functions of many Life Skills professionals, namely student-athlete community service and career development. The following study examined the effects of

community service on the career development of student-athletes through a retrospective lens, as told by former student-athletes. The purpose of this study was to examine the effects that collegiate community service has on the career development of student-athletes.

Functional Motivation Theory

This study was conducted under the umbrella of functional motivation theory, which proposes that community service, as with any other social phenomena, is catalyzed by intrinsic or extrinsic motivating factors (Clary et al., 1998). In their theory, Clary et al. (1998) discussed six motivating factors for community service: (a) values, including altruistic and human concern for others; (b) understanding, or the chance to exercise knowledge, skills, and abilities that might otherwise go unpracticed; (c) opportunities to socialize with one's friends or to participate in an activity viewed favorably by others; (d) preparation or maintenance of career-relevant skills; (d) ego protection from guilt or other various personal problems; (e) mood enhancement.

Reflexivity Statement

To understand my bias and learned experience through community service, it is wise to write a reflexivity statement on my own felt experiences before embarking on this qualitative research. In short, a reflexivity statement is a summary of “who you are in relation to what and who you are studying” (Preissle, n.d., p.1). This not only unveils personal beliefs and prejudices, but catalyzes the personal significance for the study. This awareness of my belief system and experience with career development and community service will enable me to confidently challenge systemic positions of athletics, higher education, and community service (Butler, 2015).

My Experience with Collegiate Community Service

I am a former NCAA Division-I student-athlete who competed for the men's varsity tennis team at the University of Portland. Not only did my university provide me with valuable career services within and outside of the athletic department, the University's mission statement reads, "As a diverse community of scholars dedicated to excellence and innovation, we pursue teaching and learning, faith and formation, service and leadership in the classroom, residence halls, and the world." (University of Portland, 2016). My experience as an undergraduate student attests to this statement—I participated in service outings and reflections frequently both with general students and student-athletes. My mentors and professors were Catholic Nuns and Priests who had taken vows of poverties and dedicated their lives to serving others, and it was in this light where I comfortably matured into an adult.

This painted an ideal for the collegiate experience, one that encompasses holistic development through education, athletics, and service. It is because of this passion that I pursued a career in the aforementioned NCAA Life Skills field. Following a bout in account management, I secured a position with the Life Skills Department (renamed Student-Athlete Development) for the University of Tennessee, Knoxville. I coordinate, implement, and sometimes lobby for community service outings within the student-athlete population with the conscious bias that community service could help shape any student-athlete into a mature and functioning professional. McKay and Rozee (2004) claimed that those open to ideas of social change will seek out legitimate solutions and surround themselves with colleagues who reinforce said solutions. My focus, and "social change," is on the career development of student-athletes. For on the other side of my well-rounded collegiate experience was that of my fellow student-athletes who didn't engage in extra-extracurricular activities. Highlighted in Chapter 2, some

student-athletes, and friends of mine, were career immature when they received their bachelor's degrees. I believe that thorough engagement in community service would remedy some of this immaturity, or perhaps lead to further professional development through the securing of internships or part-time or full-time employment.

It is not surprising that I now find myself working within an organization whose mission is to encourage student-athletes to “achieve their academic and personal goals and to encourage the student-athletes’ participation in the many enriching opportunities available at the University and in the surrounding community” (University of Tennessee, 2016). I relate to this mission because it encompasses a comprehensive higher education experience, one that highlights the classroom, fields of play, and the community.

Significance

The career development of student-athletes is an area of research that has come into focus within the last few decades. While there are many instruments to measure the career maturity of student-athletes there exists no determinant solution for the aforementioned barriers to student-athlete career development. Since a vast majority of Collegiate Life Skills professionals are tasked with both enhancing the career and professional development of student-athletes, as well as coordinating and executing community service initiatives, researchers hope to connect these two vital functions of NCAA Life Skills Administrators through a qualitative study.

Chapter 2

Literature Review

I reviewed two particular areas of literature in preparation for this study. The first area, community service in the collegiate student-athlete population; the second, student-athlete career development.

Student-Athlete Community Service

Community service is defined as the unpaid service that a person performs to benefit their community (Hiler, 2015). While the term is often used interchangeably with volunteering and community outreach, there are two key differences. For one, community service is not necessarily voluntary. In certain cases, community service is punitive in nature and enforced by an authoritative power. Secondly, community service and community outreach differ in their use of payment and monetary gain. Companies and organizations hire Community Outreach Coordinators to display their brand or cause to the community at large and generally receive payment for doing so.

While most studies use student-athletes as the unit of analysis for community service, one piece of research considered the partnership of an intercollegiate athletic department and community service organization through the perspective of the service organization (Svensson, Huml, & Hancock, 2014). Researchers conducted 12 semi-structured interviews with a total of 15 employees representing local and national community service organizations. From the interviews, researchers encountered four major themes—the community service organizations engaged in the partnerships to (a) increase their volunteer capacity; (b) have a long term impact on student-athletes by introducing them to the organization and cause at hand; (c) educate the student-athletes and athletic department about their mission; and (d) benefit monetarily from in-

kind donations. The theme of having “long-term impact” on student-athletes was apparent as many of the service organizations hoped that the student-athletes would continue to volunteer for their programs in the future, or even provide monetary support when they have the resources available to do so (Svensson, Huml, & Hancock, 2014). A similar study by Tryon and Stoecker (2008) found that some non-profit organizations use positive community service experiences as a way to generate potential career interest in the nonprofit sector.

Of the research using student-athletes as the unit of analysis in examinations of community service, one former study gauged the benefits felt by student-athletes from participation in community service activities (McHugo, 2005). This study observed three particular benefits that may be experienced by student-athletes engaging in community service: social responsibility, attitude toward oneself, and future intentions to volunteer. Through eight interviews with student-athletes of a large NCAA Division-I institution, researchers found that student-athletes who engaged in social cause community service, that which held benefit for the community at-large, reported emotions of social responsibility and civic duty (McHugo, 2005). These student-athletes also planned to participate in community service beyond their college years. Those who took part in standard community service, where the communal benefit was more ambiguous or promotional, reported feelings of obligation and did not have definite plans to serve the community post-graduation (McHugo, 2005). Both groups did report feeling positive about their experiences and positive towards their own service abilities as well.

Community service and service learning are often thought of as interchangeable, but it is important to note that service learning is tied directly to the academic mission of a secondary or post-secondary institution. Oftentimes, service learning has additional learning objectives beyond the participation in community service, such as a reflective paper (Rhoads, 1998). To

advance understanding of community service as a strategy for citizenship education, Rhoads (1998) employed a qualitative study that shed light on various facets of service that may be most beneficial to challenging or promoting students as caring citizens. Through a mix of informal and formal interviews, participant observation, document analysis, and surveys, Rhoads investigated experiences in community service projects conducted at three separate large American institutions of higher education. Three themes arose from the data collection: self-exploration, understanding others, and the social good. For self-exploration, some participants explained that service helps them “get outside” of themselves and explore who they are. Community service also served as a reminder to some students that there is much more to understand about themselves than they initially thought. Some students even began “soul-searching” as they began serving as a quest to boost their resume. Students also noted that serving helps them to understand others, including the impoverished citizens of their community, people they may have overlooked or not been in contact with prior. Some preconceptions about the poor were shattered as they were rooted in limited experience with cultural diversity. Lastly, some students commented that assisting the needy brought personal satisfaction, but, they also recognized that their help may merely mask deeper underlying social and economic problems. These findings are important because they hint at comprehensive reflection upon service by college students. Some began to recognize their values and the possible mark they would like to make in the world via a career or further service.

Some argue that volunteering in students is often habitual (Roberts and Divine, 2004), but there is much researched focused on the motives and outcomes being unpacked within collegiate community service and the individual benefits that arise (Beck and Beck-Gernsheim, 2002; Maruallo and Edwards, 2000). The previously cited studies support the notion that there

has appeared a new brand volunteers who leverage their volunteer experience and maximize individual and vocational benefits. A study by Holdsworth (2010) showed that employability was an important theme mentioned by student volunteers at Universities in the United Kingdom. Volunteering acted as a resume bump and initiated service in many of the students, as well as acted as practical application of skills in the social sciences. Some students even commented that service helped to define their career interests and values. But, the participants in the qualitative study were hesitant to admit these benefits as the main reason for serving.

An individualistic and self-concerned mindset appears to be growing in young adults even though volunteerism has increased in the last two decades (Johnston, Bachman O'Malley 2001; Rahn & Transue 2001). To investigate the factors that draw young people into voluntary participation, Oesterle, Johnson, and Mortimer (2004) examined panel data from the longitudinal Youth Development study, which began in 1988 and ended in 2000. Participants began the annual assessments as ninth graders and continued until they were around 26-27 years old. The researchers analyzed the respondent data to direct questions and a "life history calendar" (Freedman et al., 1988) which gathered month-by-month information on the participants' volunteer work, living arrangements, familial affairs, and education. Through time-series logit modeling, the researchers concluded that educational attendance for each participant was significantly related to volunteering during the transition to adulthood, but, months of full-time work reduced volunteerism. Interestingly, hourly wages held no significant effect on volunteering within participants. Marriage did not appear to promote or hinder volunteering in the participants but having preschool-age children clearly limited participation in volunteer work. Lastly, having volunteered the year prior meant the participant was eight times as likely to volunteer in current year. Males were also considerably less likely to volunteer overall. These

findings are important because they can help to maintain the volunteer spirit in those who transition from the collegiate education system where civic engagement is promoted and incorporated into many courses.

Participating in community service has even been shown to have an effect on the career aspirations of college students. Seider, Gillmor, and Rabinowicz (2011) conducted a thorough examination of a year-long service-learning program at Ignatius University, aiming to examine its effects on the business students and non-business students of the university. Through qualitative interviews with 30 of the program's 362 participants, the researchers discovered that, among altered perceptions of poverty and those who suffer from poverty, some business majors explicitly mentioned that their service inspired them to veer away from the private-sector into non-profit work. Others mentioned that they would promote social responsibility within their company or even assist with the funding of a non-profit organization when they accumulated sufficient capital. These findings are of great importance because they show a significant effect that community service has on the career aspirations, values, and career development of college students. It is possible that community service would have similar effects on student-athletes or those college students without defined career goals.

While the felt benefits of community service are quite evident, Hoffman, Kihl, & Browning (2015) theorized that student-athletes volunteer more regularly than non-student-athletes due to the NCAA's promotion of community service through the Life Skills/CHAMPS program. Their prediction was correct—through the administering of the National Civic and Political Health Questionnaire (Lopez et al., 2006) in 467 college aged students, researchers found that 79% of male student-athletes reported engaging in service with the past 12 months whereas 62% of non-athlete males reported serving in the same time span. For monthly

participation, 19% of male student-athletes reported serving monthly or more often compared to 12% of male non-athletes. Female athletes and non-athletes, in general, volunteered at higher rates. For the prior 12 months, 90% of female student-athletes reported volunteering while 87% of female non-athletes confirmed their participation. 26% of the women surveyed indicated that they served monthly or more often. The researchers also found that females engaged in a broader range of service (e.g. health, youth, environmental, religious, other) regardless of athlete status, and, male student-athletes were significantly more like to participate in more types of service than male non-athletes. Furthermore, male students whose parents have higher levels of education participated in a wider range of service activities.

A mixed-methods study by Chalk (2008) incorporating surveys and semi-structured interviews with student-athletes and athletic department administrators of three distinct Division-I institutions found six common factors in student-athletes' motivation to engage in community service including social responsibility, intrinsic reward, and career experience. In addition, career experience as a motivating factor for participating in community service was higher in student-athletes whose perceived socioeconomic status was middle-class. The interview data also suggested that, in general, career experience and resume building was important to student-athletes, as was being a positive role-model. Staff members even confessed to "selling" student-athletes on participating in community service on account of its resume boosting capabilities.

Researchers have even peered into intentions to serve and civic responsibility in the student-athlete population (Gayles, Rockenbach, & Davis, 2012). In a survey of 3,680 students across 46 institutions, researchers examined social activism, defined as the intent to reduce pain and suffering in the world, and charitable involvement, behavior that does reduce pain and suffering (volunteering, donating money, participating in clothing or food drives, and helping

friends with personal problems). The survey also measured athletic involvement, whether it be non-existent, in a high-profile sport (football or basketball), low-profile sport, or in both a high-profile and low-profile sport. Of the sample, 4% participated in high-profile sports, 20% participated in low-profile sports, 3% participated in both a high-profile and low-profile sport, and 73% did not participate in any collegiate sport. Using analysis of variance (ANOVA) techniques in post-hoc comparisons, researchers discovered that there was no significant difference in social activism across different levels of athletic participation, but, group means in charitable involvement were significantly different. High-profile athletes were the least involved in charitable pursuits, while low-profile athletes and non-athletes both shared similar levels of involvement in charitable endeavors. This study is important because it highlights the intent of student-athletes to serve, a facet usually unexplored in other studies. A disconnect is evident in high-profile athletes' intent to serve and perform charitable acts and their ability to translate these social values into social action.

One particular piece of research utilized a case-study approach to examine the individual effects of community service participation on student-athletes and the impact of team dynamics as a result of involvement in community service (Jarvie & Paule-Koba, 2012). Through a group interview with three male varsity basketball players at a Midwest NCAA Division-III institution, eight specific themes of Coach Support, Enjoyment, Helping Hand, Leadership, Lessons Learned, Motivation, Staying Connected, and Togetherness became evident after axial coding. While previous studies demonstrated similar individual effects of community service participation in student-athletes, this study is important due to its inclusion of the team dynamic, specifically the role of the coach in community service involvement. When the head coach was present at community service events, the three players interviewed felt as though they were

supported in their extracurricular endeavors, and, in some instances their coach actually provided them opportunities to serve. Even further than just being present and involved, the researchers noted, “the coach was often the foundation of student-athletes community service endeavors.” (p. 290). Furthermore, this coach-player dynamic helped to develop the student-athletes’ leadership abilities by “allowing them to select certain community service events for their basketball program to attend.” (p. 290). The results of this study, particularly the importance of administrative support in facilitating and encouraging community service support Pancer and Pratt’s (1999) sustaining factors of regular community service, which include a “social milieu” of friends, family, or even the organization one volunteers for. The student-athletes in this study felt overwhelmingly positive about the effects community service participation had on them and hinted at future intentions to serve.

Another recent study posed the discussion that institutional differences or similarities may contribute to servant leadership behaviors developed or exhibited by student-athletes through community service (Westfield, 2010). Via self-rated Servant Leadership Questionnaires, Westfield surveyed 133 student-athletes at two large Midwestern universities, one public and non-denominational and the other private and affiliated with the Catholic Church. While the respective academic class of each student-athlete did not prove to be statistically significant, Westfield discovered through multivariate analysis of covariance that student-athletes of the Catholic university scored significantly higher than student-athletes of the public university on altruistic calling, which is a desire to serve and willingness to put others’ interest ahead of personal gain (Westfield, 2010). Student-athletes at the Catholic university also scored statistically significantly higher in servant leadership subscales or persuasive mapping, the fostering of an environment that encourages creative problem-solving. These student-athletes

also demonstrated higher levels of organizational stewardship, the belief that organizations should purposely and positively contribute to society. Importantly, the total number of service hours contributed by each universities' student-athletes did not vary greatly. While the causes for such differences can not entirely be determined, Westfield notes that the institutional mission statements vary differently between the two schools. The Catholic University formally states that their mission is rooted in "making a difference in the world" and "reflecting upon their experiences of being for and with others" while the public institution made no mention of societal contribution or serving others (as cited in Anonymous, 2010). These findings may be linked to athletic conference missions and their post-season awards delegated to student-athletes. In honoring student-athletes' community service endeavors, athletic conferences such as the Southeastern Conference and Missouri Valley Conference may be encouraging student-athletes to serve, but the depth and personal benefits of service within member institutions is yet to be investigated.

Student-Athlete Career Development

Research by Brown, Glastetter-Fender, and Shelton (2000) explored relations between career decision-making self-efficacy, career locus of control, athletic identity, and identity foreclosure among nearly 200 collegiate student-athletes. In the study, "identity foreclosure" referred to the collegiate student-athletes' termination of proper identity exploration and acceptance as a definite "student-athlete." Through a survey gauging weekly time committed to sport and expectations for professional sport careers, results showed that hours of sport participation and practice, identity foreclosure, and career locus of control were together inversely related to career decision-making self-efficacy. Simply put, total immersion in collegiate sport without proper exploration of alternative roles, along with the belief that career

outcomes are not associated with one's actions, resulted in lower self-efficacy for career decision-making tasks.

Another study by Small (2013) yielded similar results in male collegiate basketball student-athletes. Small utilized Super's Life Span-Life Space Career Theory (1980) with male African-American student-athletes, relating role identity and career development attitudes. Through mixed methods, qualitative interviews and scales such as the Athletic Identity Measurement Scale (AIMS; Nasco & Webb, 2006), Multidimensional Inventory of Black Identity (MIBI; Sellers et al., 1997), and the Career Development Inventory (CDI; Super, 1973), Small found that some student-athletes were stunted in their career development by nature of foreclosed identities as athletes—their career aspirations were limited to professional basketball.

Another study focused on the career development of female student-athletes, and again highlighted the career immaturity that competition within collegiate athletics may bring (Henderson, 2013). Through a series of interviews with soon-to-be former student-athletes (those coming to an end in their collegiate athletic careers), Henderson found that participants indeed had sufficient career development resources at their respective institutions, but lacked necessary experience for entry into their desired profession, partially due to athletic demands. In particular, these transitioning student-athletes felt at a disadvantage by their lack of experiential learning opportunities. They also felt unfamiliar with beneficial student-services offered out in their respective athletic departments.

While Henderson's study (2013) proposed that athletic departments may not adequately prepare student-athletes for life after sport, a study by Burns et al. (2012) gauged student-athletes' career decision-making self-efficacy in relation to their satisfaction with academic support services at their institutions. Given the rigorous demands of NCAA Division-I student-

athletes and the thirty plus hours they devote to sport weekly (Etzel, Ferrante, & Pinkney, 1996), it is required that all NCAA institutions provide academic support services for varsity student-athletes (NCAA, 2015). Burns et al. (2012) studied Career-Development Self-Efficacy (CDSE) in relation to satisfaction of said services at two separate institutions. Career development self-efficacy is defined as a person's confidence in making career decisions, such as selecting a major and seeking out relevant career information and opportunities. Researchers measured CDSE in 158 athletes from 11 different Division-I teams from the two universities, as well as internal locus of control (a person's belief about the causes of outcomes in his or her life), general self-efficacy, and satisfaction with the academic services offered through the athletic departments. Results indicated that student-athletes who were more satisfied with their universities' academic support services typically had higher levels of CDSE (Burns et al., 2012). Within this spectrum, the relationship between CDSE and academic support services was greater for student-athletes with greater external loci of control and lower levels of general self-efficacy. While this study validates the importance of strong academic support services across athletic departments, the population examined was comprised mainly of freshman and sophomores, who perhaps have a more idealistic view of the working world and lack practical working experience outside of athletics.

A qualitative study by Ackerman (2013) assessed the vocational identity of student-athletes and the lessons ingrained by participation in sport. Through semi-structured interviews with 14 student-athletes at a Division I NCAA institution, Ackerman found the following themes apparent in relation to participants' vocational identity: independence, openness to new experiences, determination, positivity and optimism, global thinking, and high goals and aspirations. However, many participants stated that participation in athletics was a direct

hindrance to their career development. Lack of time outside of athletics, stress and mental exhaustion, and certain academic influences (NCAA regulations, low grades due to lack of attendance) were some of the negative influences apparent in the career development of these participating student-athletes. Also apparent were identity foreclosure and role engulfment in this particular group of student-athletes. Some felt they had lost their individuality by being a student-athlete, and that the “balancing act” between academics and athletics often took an emotional and physical toll. Not to only focus on the negative career development aspects of collegiate athletic participation, student-athletes listed many valuable outcomes of athletic participation, namely transferable skills, financial assistance through scholarship, strong social relationships as well as professional networking advantages.

The previous studies discussed inclusively examine the collegiate student-athlete population, but a recent dissertation by Hook (2012) investigated athletic identity, vocational identity, and occupational engagement between two distinct populations of a large Midwestern university, student-athletes and non-student-athletes. Using the Athletic Identity Measurement scale (Brewer, Raalte, & Linder, 1993), the My Vocational Situation instrument (Savickas, 1985) and the Occupational Engagement Scale (Krieshok, Black, & McKay, 2009), Hook’s results demonstrated no significant relationship between athletic identity and vocational identity, as well as no significant relationship between athletic identity and occupational engagement. These findings support Martenz & Cox (2000) earlier research that failed to indicate a significant association between athletic identity and career development. But, student-athletes, on average, had significantly lower average occupational engagement scores than non-student-athletes. Interestingly, student-athletes had higher vocational identity scores than non-student-athletes.

Smallman and Sowa (1996) examined and compared career maturity, a multidimensional trait that regularly increases with age and experience (Thompson et al., 1984) among particular subsets of the student-athlete population of a large Southeastern University. Their work utilized the Career Development Inventory (Super et al., 1981), an instrument that reliably measures career planning, knowledge of preferred occupation, career exploration, and decision making. Smallman and Sowa discovered that the career maturity (sometimes referred to “career readiness” in the study) of student-athletes is independent of sport played. Also, minority student-athletes were significantly stunted in the aspect of knowledge of preferred occupation. The researchers recommend intervention and career counseling programs for these at-risk student-athletes.

A study by Linnemeyer and Brown (2010) too compared student-athletes and non-student-athletes for developmental characteristics (career maturity and identity foreclosure) but additionally measured these same items in fine arts students. Fine arts students were chosen as they have demonstrated identity investments similar to those of student-athletes, such as musicians, dancers, and actors (Brown, 1993). Using general students and student-athletes from a Midwestern University, as well as fine arts students from a small, accredited 4-year art institute, researchers found through post hoc comparisons that student-athletes reported significantly greater identity foreclosure than the fine arts students and general college students. Furthermore, the mean score for identity foreclosure among fine arts students was significantly lower than the mean for general students. In the scope of career development, the average career maturity attitudes reported by the student-athletes was significantly lower than the mean for general students; their lower reported score than the fine arts students was not statistically significant,

nor was the difference in the mean career maturity scores between the general students and fine arts students.

While these studies took an objective view of career development within student-athletes, one study posited the perceptions of athletes while they enter the post-athletic transition. Through visual elicitation, Harrison and Lawrence (2003, 2004) formed a narrative of student-athletes' perspectives of the inevitable career transition. For groups of African-American student-athletes, and general female and male student-athletes, researchers administered the qualitative section of the Life After Sport Scale (Harrison & Lawrence, 2002) with use of a visual student-athlete profile. The student-athlete profile consisted of photographs and noteworthy accomplishments of a former male collegiate athlete who successfully transitioned away from sport into a different career. Participants had five minutes to read the profile and then were asked to write and relate the former student-athletes' profile to their own experiences as a student-athlete. In both studies, narrative themes of a well-planned career path and balancing academics and athletics were apparent in the current student-athletes. That is, the student-athletes wrote that the aforementioned themes are present in their own lives, as well as the profiled former student-athlete, and will help them to reach professional success outside of competitive sport. The African-American student-athletes also described family devotion as another key to their future success, as it was present in the former student-athlete's profile (2003). These particular studies help to combat the stereotyped career-immature student-athlete and highlight the particular narratives and voices within student-athletes as they approach their career transitions. The aforementioned results demonstrate proper career development acknowledgement and foresight within the student-athlete populations.

Another study utilized retrospective, two-part interviews to compare and contrast the career maturity of collegiate student-athletes in their beginning and later years of eligibility (Lally & Kerr, 2005). The interviews made evident the career maturity progression by these student-athletes, who had all but discarded their sport as career ambitions and were more focused on the academic side of their dual-identity as a student-athlete in their final years of eligibility. In the initial interviews with these student-athletes, the participants had vague career objectives and were engulfed in their athletic roles. One note, the study took place at a Canadian University not governed by the NCAA. These results support Brown and Hartley's (1998) findings that athletic identity did not significantly affect any career maturity subscales of the Career Development Inventory (CDI; Thompson, Lindeman, Super, Jordaan, & Myers, 1981) among NCAA Division-I and Division-II student-athletes. Furthermore, researchers found that athletic identity was not significantly affected by level of competition.

Junior college student-athletes have too been examined in the area of career maturity. Kornspan and Etzel (2001) examined the relationship of athletic identity, career self-efficacy, career locus of control, and various demographic variables in relation to the career maturity of Midwestern junior college student-athletes via the Career Maturity Inventory (CMI; Crites & Savickas, 1996). Junior and community colleges have been theorized to "cool out" students or lower their educational and career goals (Pascarella et al., 1998). In the student-athlete population, this process may manifest itself as the selection of easier courses for athletic eligibility purposes (Figone, 1988). Students and student-athletes often choose junior colleges due to low standardized test scores and utilize the two-year institutions as pathways to a four-year university with greater athletic and academic opportunities. In their study, Kornspan and Etzel (2001) found that the psychological variables assessed through the CMI (Career Locus of

Control, Career Self-Efficacy, Athletic Identity) were significant predictors of career maturity for junior college student-athletes. Career locus of control, or the degree to which a person believes they are in control of their career path, was the most significant predictor of career maturity scores. Gender and career self-efficacy were the second and third most influential variables in predicting career maturity of junior college student-athletes. Interestingly, athletic identity did not predict career maturity levels in the junior college student-athletes, a result similar to that of the previously mentioned study by Brown and Hartley (1998).

The CMI (Crites & Savickas, 1996) was used again in a study conducted by Whipple (2009) as was the AIMS (Nasco & Webb, 2006). Whipple sought to investigate the relationship between athletic identity, identity foreclosure, and career maturity using these two instruments as well as the Objective Measure of the Ego-Identity Status (OM-EIS; Adams, Shea, & Fitch, 1979) specifically in NCAA Division-III student-athletes. Whipple surveyed 367 NCAA Division-III student-athletes from an athletic conference in the Midwest comprised of public and private institutions. The data collected from these student-athletes suggest that both identity foreclosure and AIMS are inversely related. A similar study conducted by Murphy et al. (1996) found that identity foreclosure and athletic identity were too inversely related to career maturity in NCAA Division-I student-athletes. While this relationship is evident in Whipple's (2009) study, the correlation is of a lesser magnitude. Whipple also found no significant main effect for gender on athletic identity, identity foreclosure, or career maturity, contradictory to Murphy et al.'s (1996) previous findings. Murphy et al. also found that student-athletes in revenue producing sports (football and basketball) had higher identity foreclosure scores and lower career maturity scores than athletes in non-revenue producing sports.

Navarro (2012) examined the life experiences of 29 senior student-athletes at a highly-selective Midwestern university to gain a better understanding of career aspirations for student-athletes nearing the transition to life after sport and to also learn what life experiences influenced the participants throughout their processes of exploring, choosing, and preparing for their career fields. The study utilized Savickas' (2002) Career Construction theoretical framework that takes a comprehensive and holistic approach in considering that individuals do not necessarily move through career development stages sequentially as proposed by Super (1980). Savickas' (2002) theory pushes the idea that individuals associate personal identity with vocation and scholars and counselors ought to create a "life trajectory" with emphasis on meaning and direction in individuals' vocational behavior. Navarro (2012) found through the interviews that the student-athletes indeed recognized the unlikelihood of a sustainable career competing in professional athletics, but, they did aspire to careers within the sport environment. Nine of the 29 participants reported academic majors that didn't align with their career aspirations and were dictated by time constraints due to athletic obligations. The student-athletes explicitly reported regret for not being able to pursue such fields as nursing and engineering due to time conflicts.

Taiwanese student-athletes face similar time constraints as NCAA student-athletes and oftentimes engage in less career planning than their non-athlete peers (Fletcher, Benshoff, & Richburg, 2003). While Fugua and Hartman (1983) theorized that career indecisiveness and immaturity may be due to delayed career decision by way of anxiety, group counseling is often not considered for career development in students or student-athletes. Peng & Johanson (2006) examined anxiety levels and career maturity in Taiwanese student-athletes using the State-Trait Anxiety Inventory (Spielberg, Gorsuch, & Lushene, 1970) and the CMI (Crites, 1978) both before and after career-oriented cognitive group counseling sessions. The career-oriented group

counseling covered topics such as career beliefs, assertiveness and confidence training, values exploration, informational interviews, career/life planning, and goal setting. While anxiety levels in the student-athletes did significantly decrease at the end of the two conducted sessions, career maturity levels did not improve. These findings as they hint that career maturity levels may not be affected without some immediate action as general career counseling did not improve the career maturity of the international student-athletes. Perhaps action or experience in the field is necessary to improve career maturity scores rather than theoretical training and preparation.

Chapter 3

Materials and Methods

Qualitative Research

The study was designed to gain greater insight, familiarity, or clarification regarding the relationship between community service and career and professional development of former student-athletes. The qualitative approach of this study, based in semi-structured interviews, allows sufficient data collection and flexibility, as the researcher had the opportunity to ask follow-up questions when appropriate. This would not be possible had the researcher chosen to use quantitative methods such as a survey (Andrew, Pederson, & McEvoy, 2011). The amount of flexibility necessary to probe experiences of community service could only be fulfilled through semi-structured interviews with participants. It is also useful as the researcher is trying to observe, through participants' histories, the relationship between community service and career development in student-athletes (2011). This qualitative approach and collection methods were deemed to be most effective by the principal investigator and faculty advisor. As previously stated, this study was constructed under the umbrella of functional motivation theory, which asserts that individuals engage in volunteerism because it fulfills certain psychological motivations (Clary et al., 1998).

Retrospective Lens

A retrospective lens was ideal for this study as the researcher sought to investigate aspects of collegiate career development in those who have sufficiently developed their own careers. Retrospective studies are best used to explore or describe patterns of change and constructing histories about particular types of past events (De Vaus, 2006). One danger in using a retrospective study, particularly in a qualitative format, is faulty memory in the participant or

population. People may simply misremember certain events, or reconstruct the past in light of present circumstances. One shortcoming, known as “selective recall,” is defined as a participant remembering certain past characteristics as significant while re-interpreting or simply forgetting other events or details (De Vaus, 2006). While there is no guaranteed way to avoid such deficiencies of a retrospective study, interview questions were constructed under guidance of a faculty committee to avoid memory implantation (an acceptance of fictitious event as factual) or biased memory re-interpretation. On a practical level, this means that the questions were written to allow thorough and rich responses with little to no interviewer interaction during answers.

Population

To ensure that each participant was thoroughly engaged with community service during their time as a student-athlete, the researchers only solicited former SEC Community Service Team members for participation. To qualify for the study, participants must have received their honor(s) between 1994 and 2013 to allow proper time to reflect on their collegiate experiences and develop their professional career. The researcher selected 1994 as the starting point and 2013 as the end point to ensure a large pool of possible participants. The researcher used purposive and convenience sampling in the recruitment and selection of participants. In purposive sampling, the goal is not to select participants at random but rather select those of interest and exclude those who do not (Patton, 2002). There was no incentive to participate, other than the peace of mind that comes with assisting in the addition of knowledge to the current body of literature. To gather the names of possible participants, the researcher contacted, through e-mail, the SEC headquarters located in Birmingham, Alabama and each SEC institution’s respective athletics’ media relations departments. The following are SEC sponsored varsity sports: baseball, men’s and women’s basketball, men’s and women’s cross country, equestrian, football, men’s

and women's golf, women's gymnastics, women's soccer, softball, men's and women's swimming & diving, men's and women's tennis, men's and women's track & field, and volleyball. Although equestrian and women's gymnastics are indeed SEC sponsored sports, former SEC Community Service Team members from these sports were not recruited, nor were names of former winners gathered. Only four SEC institutions field a varsity equestrian team, while eight SEC institutions sponsor a women's gymnastics team. In total, the researcher recruited 14 participants through a mix of social media electronic messaging, and, when available, through personal e-mail and telephone. There were seven total respondents. The recruitment script used by the researcher is available in Appendix A. The aforementioned outreach utilizing personal contact information reflect the convenience sampling, as the researcher contacted participants with personal relationships to increase the participation rate. Seven interviews were conducted representing three SEC Institutions and six varsity sports. The researcher conducted only seven interviews due to academic time restraints. The interviews ranged from 20 to 40 minutes in length with the average duration lasting around 30 minutes. The interviews were conducted over the researcher's office phone while the audio was digitally recorded. In order to maintain confidentiality, legal names of participants were replaced by pseudonyms in the transcription of the interview. Year of award, professional title, and sport played remained in the transcript for analysis and coding.

Informed Consent

Initially, the researcher intended to observe both career and personal development through community service. However, to increase participation rates and limit interview length, the primary investigator and faculty advisor made limiting changes to the research. As such, the informed consent (Appendix B) statement includes a note that "You [the participant] will be

asked questions pertaining to your community service in college, your respective personal development (self-esteem, personal interests), and your career development.” Since these questions were omitted, thus only limiting one portion of the research, there was no need to revise the informed consent sheet and resubmit to the Institutional Review Board.

Interview Structure

To properly investigate both collegiate community service and career development, the semi-structured interview was segmented into two distinct portions featuring a broad introductory question followed by three to four further questions in each portion of the interview. Participants were explained the discrepancy between the informed consent sheet and the actual interview prior to the interview. Table 1 lists the introductory questions and follow-up questions for each portion of the interview.

Pilot Interview

To ensure a timely, smooth, and functional interview format, the researcher conducted a pilot interview with a fellow graduate student of the Kinesiology, Recreation, and Sport Studies Department at the University of Tennessee. The interview will helped determine: (a) the expected length of the interview and (b) the clarity of each question at hand. Based on the pilot interview, it was clear to the researcher that the interview questions were phrased accurately and precisely allowing for fluid conversation. The pilot interview lasted 30 minutes, which helped the researcher estimate the length of interviews to follow.

Participants

The participants represented a wide range of experiences in community service activities, as well as current professions and even their collegiate sport. All participants exhausted their athletic eligibility per NCAA rules. For purposes of confidentiality, gender-specific pseudonyms

Table 1. Interview Questions

<i>Community Service Questions</i>	<i>Career Development Questions</i>
Tell me about your community service experience while you were a student-athlete?	Tell me about how community service has affected your career development?
How did you get involved with community service?	If pertinent, how did participating in community service provide a sense of possible careers?
In general, how did you decide which activities to participate in?	If applicable, how did participating in community service provide you with a sense of professional values?
Who or what was influential in your decision to participate?	If applicable, how did participating in community service help improve or build transferable skills you use in your current occupation?
How do you currently engage in community service?	

are used in place of participants' name. Table 2 provides a brief overview of the interviewees participating in this study.

Recording, Transcription, and Coding

The principal investigator digitally recorded the interviews and then transcribed and thematized from the text using open coding (Gallicano, 2013). Coding qualitative data is to arrange things in a systematic order (Grbich, 2007). The purpose of analytical coding is “to search for patterns in data and for ideas that help explain why those patterns are there in the first place” (Bernard, 2006, p. 452). The researcher employed classification reasoning and intuitive senses to determine if data “looked alike” or “felt alike” when grouping and categorizing themes (Lincoln & Guba, 1985). These themes were intended to summarize or condense data. Data was coded manually during and after collection as an analytic tactic (Miles & Huberman, 1994). To clarify, the researcher coded each interview immediately following transcription, rather than at the termination of data collection. This method helped the researcher observe similar themes within interviews and gauge possible data saturation. Concurrent themes were grouped together and will be discussed further in Chapter 4. Interview recordings were stored on a University computer and password protected so only research personnel could access the data. Upon completion of the transcription, audio records were erased. Member checking, or the solicitation of respondent validation of results, was not utilized in this study as the researcher was under strict academic time restraints

Limitations

This study was limited on participant's institutions of study, wherein all seven participants competed at SEC institutions. These SEC institutions are all located in a similar region in the country and adhere to SEC bylaws and codes of conduct. Given that the SEC

Table 2. Participant Information

<i>Name</i>	<i>Current Occupation</i>	<i>Sport Played</i>	<i>Award Year</i>
Henry	Sales Account Manager	Track & Field	2012
Marie	Life Skills Coordinator	Basketball	2010, 2011
Alexander	Youth Dive Coach; Graduate Student	Swim & Dive	2013
Ashley	Nursing Student	Swim & Dive	2013
Richard	Real Estate Broker	Baseball	2013
Grace	Medical School Student	Soccer	2011
Brenda	College Volleyball Coach	Volleyball	2011

encourages and rewards community service in student-athletes, the results of this study do not reflect the development of NCAA Division-I student-athletes in various athletic conferences outside the SEC and participant pool. Furthermore, the researcher had previous relationships with a majority of the participants. These relationships fell into one of two categories: (a) the researcher or participant had previously worked together, or (b) the researcher currently works with the former student-athletes collegiate academic advisor. Since the researcher's primary occupation is within the athletic department of an SEC institution, these previous relationships were utilized and beneficial in convenience sampling and the recruitment of participants. While it is difficult to determine if this affected participant responses, all interviews were conducted over-the-phone which minimized the chance of interviewer effect (Schnite, 2001).

Chapter 4

Results & Discussion

The interviews and analysis of data were intended to develop themes and observe the effect that community service had in former student-athletes' career and professional development. As stated before, this qualitative research is not designed to determine causal effects, but rather to reconstruct and reflect on lived experiences. Over the course of the interviews, several themes emerged within community service participation and career and professional development in former student-athletes. For community service the emerging themes were: Service Settings, Current Service, and Time Restraints. For career development, the emerging themes were: Working with Diverse Groups, Scholarship and Admittance into Graduate Programs, and Career Choice/Personal Values. Figure 1 provides a visual representation of the emerging themes

Service Settings

The former student-athletes served in two manners during college—with teammates and other student-athletes, or, individually. All seven participants indicated that they served in a team or group setting, while four of the participants stated that they also served independently within athletic department supported functions, university initiatives, academic service learning, or otherwise. Interestingly, one participant still engages in both team service (with former teammates) and individual service. This example and others are discussed further in this chapter.

Team Service

All participants indicated that they engaged in community service outings with either their teammates or fellow student-athletes. This result echoes similar studies on student-athlete

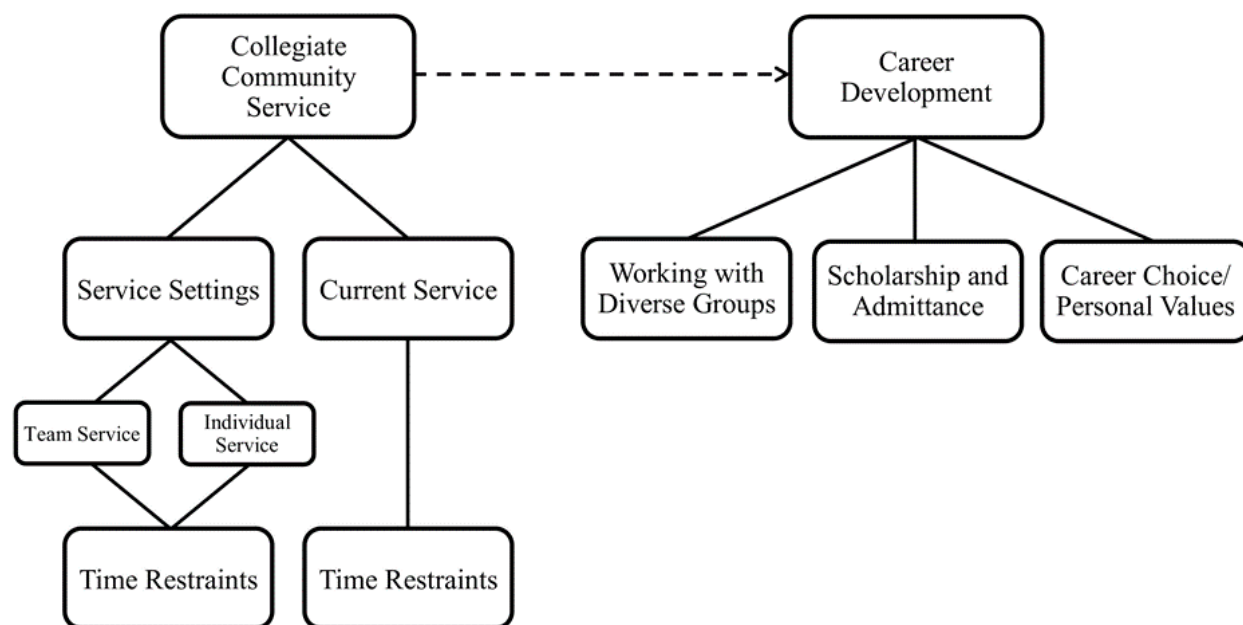


Figure 1. Emerging Themes

entrance and engagement in community service and volunteerism (Hoffman, Kihl, & Browning, 2015; McHugo, 2005; Jarvie & Paule-Koba, 2012). As Grace, a current medical school student, explained sometimes team service outings were a vehicle to socialize and bond with teammates, “Some of [the service] was through my team and what they were doing because it was also a way to have some of my friends and do something good.” Furthermore, in Grace and her teammate’s off-seasons, they found more time to volunteer and serve: “It was like, well we have all this time, why don’t we hang out and go do something?” For Henry, a third year transfer student-athlete, the team outings were a convenient way to assimilate into the track and field team:

When I transferred to . . . , I didn’t know a whole lot of guys from the team because I didn’t come in with the freshman class. And I kind of came in on my own, and you know, we did [serve], one of them was pretty early on and everyone was going to go do it, and so I figured this is a good way for me to get to know my teammates and kind of get out and meet people.

Henry is not alone in his transitional experience; research indicates that student-athletes are more likely to transfer from a four-year institution to a four-year institution based on athletic reasons, but they often lack sufficient engagement with the broader university community (Flowers, Luzynski, & Zamani-Gallagher, 2014). Many transfer student-athletes cite academic advisors and athletic academic support services as buffers that ease their academic transition, but not necessarily integration into campus and the community (White, 2011).

In one case, a former student-athlete stood adamant that his individual honor was not distributed evenly, and that his team deserved recognition. Richard, a former baseball student-athlete, said,

I think it's unfair to single me out as getting named to the Community Service Team.

You know, to me, it's probably the most special award I've ever gotten. You know, it means a lot to me, but I couldn't have done it without my teammates. It's really a team award. Our team did a lot of stuff, I just happened to be there and I guess I happened to be head of the event but it wasn't a personal award, you know. My team did a lot of stuff.

I guess I just happened to be at the right place at the right time.

Richard went on to further praise his team: "I feel like we had a really good time, we all wanted to kind of make an impact on and off the field." In rare instances, the SEC has named entire varsity teams to their seasonal Community Service Teams, as with the 2008 University of Florida football team and 2005 Louisiana State University football team (Bloom, 2005, 2008).

It is possible that initially serving as a member of a larger team catalyzes further service as a "gateway" into further volunteering. This is the case with Maria, a current Life Skills Coordinator who played collegiate basketball. Maria claimed

My team, Coach . . . always did like certain things, we did specific ones that we would do as a team. They always do the Alzheimer's walk, certain things like that were just kind of built in. And then, I asked to be on a listserv.

While Marie did join the listserv and continue with diligent service, she noted that she oftentimes wanted to serve in a group setting;

I would get emails once or twice a week about opportunities and then I would choose from there if I wanted to go. And all the times I'd be like, "Well let me bring somebody because I don't want to do this by myself at least."

One participant who began serving at his own volition tried to incorporate his teammates into his service project at a church near his university. For Alexander, a youth diving coach, it

was important to spread the opportunity: “I tried to make it, you know, a . . . diving thing. So I would bring my teammates with me, you know, invite them every Thursday I was going.”

Alexander’s sentiments and group strategy are supported by research that suggests that one’s social networks encourages volunteerism, either by direct request or by modeling the volunteer behavior (Leventhal & Cnaan, 2009). Complementary to this, Penner’s (2004) research on volunteerism suggests that people who are asked to volunteer do so four times more often than those unsolicited. One can deduce that those with strong social networks volunteer with greater frequency as they are more likely to be asked to participate.

Individual Service

Four participants indicated that they furthered their collegiate service to realms apart from their institution’s athletic department or teams. It is clear through responses that these former student-athletes had opportunities to serve within their teams but some took it upon themselves to seek out their own opportunities and path based on some prior influence or instillation of servant values, as was the case with Alexander:

I will say that if I wanted to, our Life Skills Coordinator at . . . would’ve pointed me in a million different directions. We would’ve had a ton of different resources for me, I just chose not to. I found my own outlet. But I know he did that for others at our university. Alexander too admits that finding his own outlet was not necessarily a rigorous endeavor, but rather happenstance with his academic courses: “Honestly, I fell into it. I was in a class, a sociology class real early on in my career at Kentucky and we had to do a service learning component.” Brenda, a volleyball coach, felt similar academic influences in her independence service:

If I had someone at the school that influenced me it’d definitely be one of my, maybe

two of my professors . . . One was my sociology professor from my sophomore year.

She's now a professor at Furman [University]. She was awesome, you walked into class and you can tell she just walked so many different parts of her life.

Brenda's experiences and academic influences in service are not only common with this pool of participants, but seem to be replicated in prior studies. Gage and Thapa (2012) found that teachers and families were responsible for introducing nearly the majority of students to volunteerism at a major university in the southeast United States. A portrait of this type of influence was demonstrated by Grace and her relationship with her mother:

My mom has always been a volunteer, like whenever she can. She's like a very social person and just likes to be involved. And then, my grandmother is a member of a soup kitchen . . . she goes every weekend. So I mean I guess it's always just kind of been in our family to serve and volunteer.

As Alexander discussed his academic influence, he also noted the familial catalyst in serving:

Well I guess for me the story kind of starts what I was younger, even before college. My family and my folks were like really plugging me and my sister into different community service initiatives. We served at the Denver Rescue Mission when we were younger, and we rang the bell for the Salvation Army. I just kind of had a background and a foundation in serving, so when I got to school, it wasn't any different.

Ashley, a nursing student, as well as Henry, cited their Catholic high schools and religious upbringing as perpetuating their attitudes of service. Ashley states, "I went to a Catholic high school. And I think that's really why, or how the culture is for me." While Henry cited specific service projects he was a part of:

One of the things I did, we did this two-day retreat where we were homeless. We

slept inside at the church, you know, we went to a soup kitchen and ate dinner there. They gave us like two dollars and you had to go find dinner the next night. So, like, we went to Panera bread and tried to get them to give us a day old bagel and stuff like that.

Research indicates that voluntary and school-required community service in high school were strong antecedents of adult service and political engagement (Hart, Donnelly, Youniss, & Atkins, 2007).

For one participant, it was not prior service that encouraged him to serve, but rather the service and volunteerism of others unto himself. Richard, a former collegiate baseball player, grew up watching his father play professionally for a number of teams:

I always remember as a kid being in a big league clubhouse and the impact that a couple of the professional athletes, when they spent five to ten minutes with me. It literally changed my life. I will never forget those moments where I got to play catch with Pedro Martinez, who was a great baseball player.

While the aforementioned act by Pedro Martinez loosely fits under the definition of community service, Richard clearly understood the impact a professional athlete or role model can make upon youth, which clearly influenced in his decision to continue serving in college:

I want to be a positive role model for my little sisters. If I can be a positive role model for little kids in . . . I wasn't Pedro Martinez, but not a lot of them had the opportunities that I had as a kid.

For Richard, it appears that socialization into the importance of serving as a role model clearly impacted his choices to serve as a young adult. This pattern of thought and behavior is not unheard of in volunteering, specifically in the workplace. Moreland and Levine (1982) found

that employees engaged in workplace volunteering found renewed energy and interest in volunteering as they transitioned into new supervisor roles that included mentoring others. In Richard's case, wearing a baseball jersey provided power within the campus and greater university community, particularly on a baseball field. Richard even stated,

Given the platform at the University of . . . , where there's not many professional sports teams and, you know, people love the University. Everyone around Knoxville, they look up to their student-athletes and that's basically the closest thing they have to a professional team. I feel like you're given a very big platform [as a student-athlete],

While there is little to no research on the influence of athletic role models on consumer community service behavior, research shows that athletic role models are key influencers in brand loyalty for Millennials (Bush, Martin, & Bush, 2004). It is possible that these role models' influence may transcend into other aspects of Millennial behavior, as was the case with Richard, his idol Pedro Martinez, and his decision to engage in community service in while in college.

Time Restraints in Collegiate Service

While all participants were heavily involved in campus and community service, many claimed that they most often participated in service that aligned with their restricted schedules. Their time expectations were heavily influenced by athletic and academic workloads, and oftentimes the student-athletes could not pursue service opportunities of interest. The NCAA limits the number of hours that a student-athlete may participate in intercollegiate athletics to twenty hours per week while in-season, and eight hours per week out-of-season (NCAA, 2015). But, recent surveys indicate that football players spend an average of 43.3 hours on their sport per week while in-season (Weisberg, 2011). Comparatively, Division-I baseball players

answered to spending 42 hours per week on their sport, and women's basketball players spent 37.5 hours on their sport (Weisberg, 2011).

Apart from practice time, student-athletes are expected to maintain a certain academic standard to be eligible to compete and even succeed in professional ventures outside of athletics. Brenda again commented on her experience with academics and service by saying "It's hard as a student-athlete to always be into everything that's going on on campus because of study hall hours and classes. It's so easy to get wrapped up in your own schedule." Richard too noted his obligations as a student-athlete: "When you have an exam or workouts, you have study hall, mandatory study hall, you have classes, you have practice. It's a full time job." While it is ideal for student-athletes and persons to serve in areas of passion, Henry was one collegiate student-athlete who served based on what aligned with his schedule, particularly on his off-days:

[Serving was based on] what fit into my schedule. What was great about Habitat for Humanity, it was always on Saturday. We'd do it on away [football] game weekend or something like that. So, we knew we wouldn't have recruits and, you know, even if we had a Saturday morning workout it was done by 8:30, 9:00 o'clock and we could go straight over there.

Henry's statement is interesting because it not only demonstrates a typical weekend practice for an NCAA Division-I student-athlete, it also shows one of the responsibilities student-athletes may be tasked with outside of practice and competition, recruiting. Goss, Jubenville, and Orejan (2006) sought to quantify the top ten recruiting factors for NCAA student-athletes. While results varied between male and female student-athletes, "social climate" was consistent between both groups. A factor such as social climate is most likely better demonstrated by student-athletes than a head coach, which signifies the importance of current team members in the recruiting

process. While recruiting potential student-athletes is nearly always on the job responsibilities of any collegiate coach (Bowen, Levin, & Shulman, 2008), the pressure put on student-athletes to recruit may be underemphasized. With this being said, what service the participants did engage in seemed to benefit their career and professional development in a multitude of ways, as is described later in this chapter.

Current Service

While collegiate community service and service learning components are now commonplace in American universities, it is not the case for corporate volunteerism and adult volunteering. As mentioned previously, in the assimilation into the varsity teams by the participants, social integration is a key factor in participating in community service in young adults (Oesterle, Kirkpatrick, & Johnson, 2004). But, in the transition into adulthood, the more months someone is engaged in full-time work, the less likely he or she is to participate in community service (Oesterle, Kirkpatrick, & Johnson, 2004). Five out the seven participants confirmed that they continue to serve even in their full time professional engagements. Some even as go as far as to organize service initiatives for themselves and former teammates, as was the case with Marie:

Last winter I organized this thing, it was a . . . thing for former basketball players. And so I started the funding, we raised a little over a thousand bucks, and then I contacted the local homeless shelter in . . . So when I was back we had former women's basketball players come back. Even Coach . . . did it with us. We went and bought toiletries . . . I think we made like sixty bags and then went to when the soup kitchen hour was and we stood in line with them and handed them out.

This now annual ritual seems to be a residual effect of Marie and her team's service during their collegiate years. The likelihood of volunteering or participating in community service seems to be highly affected by previous patterns of service, even within a short time span. In a recent study, respondents were almost eight times as likely to volunteer in a given year if they had volunteered the year prior (Oesterle, Kirkpatrick, & Johnson, 2004).

During the interview, Alexander, currently transitioning into the role as a diving coach, was on his way to serve at a local youth camp as part of his graduate program:

One of our pillars is community service, and it's actually why I came here. I was like, it's a great program, you know, it's highly ranked, but they have this pillar in community service, and part of the program is that you commit to doing at least, at minimum, 120 hours of community service while in the program. And that you serve at a camp for children that have terminal illnesses, and I'm actually on the road right now to go and serve in that camp. That's pretty cool. The timing is funny.

While student-athletes are not legally considered employees, there is much focus as of late on corporate social responsibility and employee volunteerism. Management research indicates that employee volunteer programs can boost employee morale and productivity (Caudron, 1994; Lidstad, 1995; Miller, 1997). Even the two participants who now work as full-time coaches, Brenda and Alexander, stated their implementation or intent to implement community service initiatives within their athletes and teams. Brenda discussed her team's special bond with the local Special Olympics group in their area:

We work with them all the time, they come to all of our games. We do a spring game with them in the spring, and come and play with their teams from different counties

around the area. But the Special Olympics has been phenomenal, they're awesome fans.

They come work our games—they're ball people, they cheer us on.

Alexander was quick to realize the future benefit of his athletes' service. As their dive coach, he wants them to engage in serve as he did prior to college:

It would go a very long way if the town were to see these young divers, who are privileged, very privileged, out and serve in the community that may not have what they have. And I think that it will go a long way for the young divers, who are privileged, again, to see what it's like to live a life that isn't what they're familiar with.

Alexander and Brenda's sentiments are not only heartwarming, but their athletes' participation may very well be influenced by the service of the coaching staff. An examination of student-athletes' motivations and continuity in serving cite coach support as a major theme (Jarvie & Paule-Koba, 2012). The bottom line—student-athletes are more likely to serve if their coach is present and participating as well.

Time Restraints in Current Service

Certain participants mentioned a lack of time to participate in current desired community service. Brenda noted, "I think I had more time as a student-athlete than I do as a coach because I didn't have to go recruiting, or game plan, or practice plan." This theme of Time Restraints seems to be one of the main deterrents to past participation in all desired community service opportunities for participants.

The full-time students in medical fields, Grace and Ashley, confirmed that they serve in their current programs, but not necessarily to the extent they desire. Grace, the medical school student, said she goes to a local Boys and Girls club to talk about heart health "once every two or three months." While Ashley, a nursing student, visits a poverty-stricken area near her university

to talk about “nursing and health care fields in general” as well as “how they can eat healthier.”

According to a recent study, physicians are about half as likely as the general public to have volunteered in the past twelve months (Grande & Armstrong, 2008). Grace commented on her relative decline in service from her time as a student-athlete to a full-time medical student, stating,

I wish I could get more involved. I’ve been saying that I need to. But I guess I just have put it off because so much time is spent studying . . . I tell myself that I’m kind of being selfish now so that I can have a career that is spent serving others. Maybe it’ll balance out in the end.

Even the three participants who do not currently serve all aspired to engage in community service in the near future. Henry cited a long commute and transition into a new position as the primary barriers to his service: “I’m actually working in a different town like 20 minutes away. I think, come the spring, depending on how things are going at work, I want to volunteer and coach, you know, middle school, club, do something like that.” Richard too commented on the difficult balance and navigation when beginning a new career:

I want to [serve] but I’m trying to, you know, coming back home, starting a real, a full-time job, my first ever full-time job. You know, I’m trying to get my balance with that and now when I’m comfortable and working. I’ve been here for about a year, it’s time when I really want to do something, but I’m still trying to figure out what I’m going to do.

Richard’s case is an interesting one as he claims singularity in needing to find a cause, unlike when a team or athletic department provided opportunities during his collegiate playing days.

Former student-athletes' answers regarding community service shed light on commonalities in service setting and barriers. The second portion of the interview, focused on career and professional development, again brought several commonalities within the relatively small pool of participants.

Career Development and Professional Development

The second portion of the interview consisted of guiding questions regarding the career and professional development of former student-athletes. Participants began with a broad, overarching question probing their assessment of how community service affected their career development. The researcher used discretion in utilizing follow-up questions based upon the participant's initial answer. But, the researcher also utilized three other guiding questions investigating transferable skills, values, and career exploration via community service. As mentioned before, the themes of Working with Diverse Groups, Scholarship and Admittance into Graduate Programs, and Career Choice/Personal Values emerged.

Working with Diverse Groups

A significant theme arising in the interviews was the notion of working with diverse groups through community service. Oftentimes, the student-athletes' service was aimed towards underserved populations in their region, including youth, homeless citizens, the elderly, and hospital patients. While student-athletes may represent the most diverse population on college campuses (Loughran & Etzel, 2005), this does not guarantee their interactions and participation within the athletic departments is effective training and preparation in itself for working with diverse or underserved populations. For Marie, this didn't necessarily change her point of view, but gave her flexibility in working with those with differing viewpoints:

You don't have to see everything the way that this group or this organization or whatever sees it, but you should be able to say, 'Okay, I understand, that's cool. Either I agree or I don't agree but we can still do this together.' So, some level of tolerance for differences. Allport (1954) theorized that conflicting social groups can reduce prejudice, discrimination, and appreciate differing points of view or circumstances if certain criteria are met between groups. These criteria are (a) equal engagement between groups; (b) common goals; (c) cooperation between group members; (d) authoritative support; (e) personal interaction between group members. In an athletic setting, the described authoritative support can come from coaches or administrators, similar to the results of Jarvie and Paule-Koba's (2012) findings on authoritative support and motivations for student-athletes to engage in community service.

Henry too commented on his experience with different groups and the amount of tangible civility and inclusion skills gained in the process:

I also think that one the greatest things [service] taught, I learned this a lot through Habitat for Humanity, was, you know, teaching you don't be quick to rush and judge anybody—kind of see the best in people first and don't always look for that. Just because, you never know, that person who may have just been really pissed with you may have something going, they may be the family that's getting a Habitat for Humanity house, you never know. And so I think, kind of having that mind frame personally, that's helped me kind of look at things and work non-politically and try to avoid the political aspects that exist in the workplace.

Complementing Henry's reflection, one study found that college students with prior experience in diverse groups, either through academic courses or social settings, scored higher on academic self-confidence, social agency, and critical thinking disposition (Laird, 2005). Likewise, those

with limited exposure scored lower in the same categories (Laird, 2005). These conclusions and experiences with diversity are important as many companies and organizations, while implementing diversity training into their employee protocol to increase employee affect and engagement, may actually be using erroneous training methods (Porter, 2015). Diversity training in college campuses and organizations may be catalyzed by a community service component with a heterogeneous clientele.

The benefits of organizational diversity training have been thoroughly examined, with most training evaluated on behavioral outcomes such as diversity-supportive behaviors (Armour, Bain, & Rubio, 2004), behavioral intentions (Combs & Luthans, 2007), and merit-based judgments regarding fictitious job applicants (Holladay & Quinones, 2008). Typical organizational diversity training programs involve one to two facilitators or trainers and 20-30 trainees involved in educational activities ranging anywhere from four to 10 hours (King et al., 2012).

Perhaps there is a better method of teaching and learning diversity in a professional setting. Organizational studies do show that mutual respect for differences among employees can increase productivity in the workplace (Green et. al, 2002). Diversity can also reduce litigious involvement, as well as increase creativity and organizational image (Esty et al., 1995). For Marie, exposure to diverse populations and events allowed her to be selfless in the work environment, highlighting productive outings with her team members:

I think that volunteering, I don't think that it makes you a more selfless person, but it brings that part out of you, and, that brings itself out, it lends to being a team player within a work environment. And things like that, because you can just, I can do my job and I don't need the credit, you know what I mean?

From a managerial perspective, Brenda's experiences promoted empathy for different populations, she stated, "When you're working with individuals, you have to understand and respect that there's reasons people act a certain way, and there's reasons why they may be offended by something you say." She then elaborated on this empathy by relating it to her profession as a college coach:

I coach volleyball, a physical skill, but I'm also a mentor to 18-22 year-old females, you know, women, who need sometimes someone to guide them or need advice. [The student-athletes] need someone to listen and help them grow as a player which then helps them grow off the court. Us being able to develop some trust between each other makes my job coaching them so much easier because they know I understand them and understand where they're coming from.

In today's workforce, it has been proven that empathic emotion as rated from the leader's subordinates positively predicts job performance ratings from the leader's boss (Martin, 2007). In layman's terms, empathy is positively related to job performance. This finding is interesting because the skill of empathy may not be readily implemented in someone's entry-level job, except for those professions, such as coaching, with immediate supervisory experience. But, empathy is of great importance when a young professional rises into a managerial position. Luckily, just as demonstrated by the participants in this study, empathy is an acquired trait that can be learned if given enough time and support (Shapiro, 2002).

Admittance and Scholarship

For some, there were fiscal and educational gains as a result of their extensive service. Marie, Henry, Grace, and Alexander were all able to recall how they leveraged their service and either received either admittance into prestigious postgraduate programs or monetary benefits

such financial scholarships via tuition waivers, graduate assistantships, or awards. In her application and interview for medical school, Grace utilized her experience to demonstrate her holistic interests and well-roundedness: “I think in my personal statement I actually talked about how we would ‘adopt’ that child, and how rewarding of an experience that was for me.” To clarify, Grace’s collegiate soccer team maintained a relationship with a child in the community, inviting them to competitions and practices and also serving as a group mentor. In her reflection, Grace noted that the noble extracurricular activities may not just show a high sense of morality, but even another skill in time management:

Well I think that they [the admissions board] want to see that you’re a well-rounded person and obviously being an athlete is a huge commitment. But, if you can show that you also have other interests and other things, they like that.

Likewise, Marie, who coordinates the Life Skills development of student-athletes at an SEC university, finds similar enticing skills for her student-athletes seeking full-time employment:

I will say that when employers call me and they’re wanting student-athletes, they’re wanting the ones that are involved even it is autographs at Harvest Hopeful Day because it shows that they are committing to something and that they’re able to manage their time. Even if I can’t necessarily translate or make something relevant because it is sort of trivial, I can still say ‘I did all these things, and I still had a 3.8 [grade point average] and I did this, that, the other.’ And so those things all lend to the big picture.

Alexander had a similar admissions process to Grace in his entrance into a prestigious Sports Business Management program, and noted that his admission into the program and choice to attend were both affected by his collegiate community service:

Well [service] definitely led me to the . . . program, and at the . . . program, I've experienced just a ton of professional growth and personal growth, and I know that without that community service component through college at the University of . . . , at Maxwell Street Presbyterian, at the YMCA, that I would be down here in the . . . program. I would not have come here; I wouldn't have even gotten into the program. And while at the program, my network has grown exponentially.

Alexander's conclusion that his acceptance was dependent upon his prior service is somewhat prophetic, as graduate programs are beginning to utilize alternative admissions processes not as heavily weighted on standardized test scores (Salisbury, 2014). In fact, the archaic use of GRE scores may be to blame for the underrepresentation of women and minorities in graduate school programs (Miller & Stassum, 2014). A proposed, more accurate predictor of success in graduate study involves a 30-minute face-to-face interview that examines an individual's college and research experiences, leadership experience, service to the community, and career goal (Miller & Stassum, 2014). It appears that community service, and even learned leadership abilities, such as empathy, may pay dividends for future student-athletes looking to attend graduate school.

For others, an acceptance letter was not necessarily the only by-product of their service, but scholarships and assistantships allowed them to attend graduate school for little to no cost, as with Henry, who served as a graduate assistant for Life Skills at an SEC university following his undergraduate career:

The most tangible thing [service brought] would obviously be leading to the award I got through the SEC, and then letters [of recommendation], you know, to the grad school, the G.A. position, and [acceptance into] grad school. It basically snowballed to where I am now.

Similarly, Marie's service was vital in her graduate school admittance and assistantship position within Life Skills at her alma mater. She stated, "I think [service] helped when I used it for grad school, and then probably for my graduate assistantship." Even with further professional development through graduate school, many participants found that the initial impact of community service was highlighting their intended career path, and in turn their personal and professional values.

Career Choice/Personal Values

Certain former student-athletes found that service helped them better identify their personal values, morals, and guidelines which, in two cases, helped determine their intended career path or cement their already decided trajectory. As with Ashley, the early years of college and her involvement in service brought self-discovery and confidence:

Sophomore year I did [service} and I finally grew into myself . . . I was a little more clear about what I wanted to do in my life and as far as what I wanted to do in the community. I just felt that like, the opportunity that I had, I was so grateful for, and I was so lucky to have the opportunity. So I think just giving back to the community and the role you're in, being a student-athlete was very unique and, definitely like going into nursing as well, I think that it's a serving profession.

While her service undoubtedly catapulted her resume, it is the transformation, gratitude, and maturity turned out to be more important for Ashley: "I realized that's it not just about putting it on your resume, it's more about making a difference in someone else's life and how it can make a difference in your life as well."

Grace's intention to go to medical school was confirmed by her community service, particularly her visits to a local children's hospital:

I had it in the back of my mind that I wanted to go to medical school, but, I wasn't like totally sure. And then, when we would go to visit patients at hospitals, I remember always wishing that I could do more than just visit them, like actually help them out.

These sentiments are not totally unsurprising as similar results show that college students are able to explore their personal values (Rhoads, 1998) and leverage their employment opportunities (Maruallo and Edwards, 2000) through community service. Interestingly, since the current study used a four-year (or even greater) time-span for reflection, the results don't support Holdsworth's study highlighting vocational benefits as a primary motivator for service (Maruallo and Edwards, 2010).

Richard commented that service affects how he goes about his daily responsibilities as a real-estate broker; his values of trust and relationship building with his clients are undoubtedly perpetuated by his prior service:

Don't expect me just to work the lease and the transaction and then stay out of their hair. Don't get me wrong, I don't want to call you too much and be bothering you but I want you to know that, you know, I'm not just here to get your check, I want to help you out. There is a part of me, it's not all about the money, it's about building the relationship. You know, I appreciate that, that aspect of my history.

No participant had undecided intentions on their career, but rather general ideas of the field they were going to enter. Earlier studies on community service show that service and service-learning have a strong direct effect on initially undecided students (Vogelsang & Astin, 2000) but there is little to no research on community service's effect on work habits.

Chapter 5

Conclusions and Recommendations

The purpose of this study was to gather information, in retrospective, from former student-athletes regarding their collegiate community service and its effect on their career and professional development. As described in Chapter 3, the 30-minute interview consisted of two respective sections each with four questions—one section dedicated to collegiate community service, and the other focused on career and professional development (thus far) for the participants. Following coding, six clear themes emerged: Service Settings, Current Service, and Time Restraints, Working with Diverse Groups, Scholarship and Admittance into Graduate Programs, and Career Choice/Personal Values.

As the literature indicates, career-immaturity is demonstrated at higher rates in the student-athlete population than in the general collegiate student population (Murphy et al., 1996; Whipple, 2009). As evident in the recent surge in research, the career development process of student-athletes intrigues scholars and has been subject to the collection of best practices for counseling student-athletes in their career process. Martens and Lee (1998) stress an intervention model with student-athletes and the utilization of an institution's career services department. Nelson (1983) previously demonstrated that exposing freshman student-athletes to career services is associated with high grade point averages. While it is unlikely for freshmen student-athletes to visit career services at their own volition (Martens & Lee, 1998), athletic departments can assist in this development by promoting career services' resources. This strategy may be particularly useful for athletic departments with a small operating budget and inadequate funding to provide their own career development programs. With the results of this study, one can observe there are tangible benefits to student-athletes career development through participating

in community service. In practice, collegiate athletic departments could implement this observation in their Life Skills programming or at least offer some education as to this relationship. For instance, a workshop on the professional benefits and “how to leverage” community service experiences could be offered to student-athletes engaged in community and civil service. The results of this study may be practical for student-athlete motivation and engagement in community service. Earlier studies suggest that certain student-athletes indeed are motivated by employability in community service participation (Holdsworth, 2010), but may be unaware of the professional and career developmental processes associated with vocational success. In fact, many university Career Services departments are changing their name and branding to reflect these processes, viewing their services not as job placement, but rather student-development focused (Canning, 2014). One clear piece of evidence is that of the researcher’s current institution—the University of Tennessee’s Center for Career Development adopted this title in summer 2015 and were formerly known as Career Services. While their organizational chart and services have not changed, their name now reflects an ongoing process for students to engage in, rather than a resume-building office for 3rd and 4th year students.

In relation to service participation and motivation, this study may be useful in affirming the benefit of student-athletes’ community service participation to coaches and administrators of collegiate athletic departments. Implementing service based around student-athletes’ schedules and interests is not a novel concept, but this study supports the practice as worthwhile for personal and professional benefit for student-athletes. Based on the study, coaches and administrators may now indicators as to incoming student-athletes’ participation in collegiate community service. Those with a history of service are more likely to engage collegiately in

service. To further affirm the benefits, research shows community service is predictive leadership and other positive interpersonal behaviors (Vogelsang & Astin, 2000).

Future Research

As previously stated, this study sought to explore connections between community service and career and professional development in the collegiate student-athlete population through semi-structured interviews. A subsequent result of this research may be further study on the subject. Additional research could offer quantitative results to the connection, such as post-graduation employment rates and collegiate community service participation rates in student-athletes. Further research could also investigate collegiate community service participation through the lens of a prospective employer.

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Appendix

Appendix A: Recruitment Script

Hi (Participant Name),

My name is Jackson Martin, I am conducting a study examining, in retrospect, the effects of community service on student-athletes' personal and career development. To do so, I hope to conduct interviews with former SEC community service team members.

I'm reaching out to you because you were an SEC community service team member in (year) while competing for (institution). If you are available, I'd like to interview you regarding your service and how it affected your personal and professional development. The interview shouldn't take longer than 60 minutes.

This study requires your consent, and should you be willing to participate, I will send you the necessary informed consent forms further detailing the study via e-mail.

Thanks for your time, and I hope you will be able to assist me in this research as it will benefit both the student-athlete population and SEC institutions. Should you have any further questions now or at any point at the study, the researcher, Jackson Martin, can be reached by e-mail at jmart139@vols.utk.edu, or by phone at (865) 974-8882.

Sincerely,

Jackson

Appendix B: Informed Consent

UNIVERSITY OF TENNESSEE, KNOXVILLE Informed Consent Script

Personal and Career Development through Community Service: A Retrospective Study on Student-Athlete Volunteerism

INTRODUCTION

You are invited to participate in a current study of the effects of community service in relation to the personal and career development of student-athletes. The study involves research and is being conducted to examine the potential benefits or lack thereof involved with community service, specifically in the student-athlete population. Many times student-athletes are lured into service without thorough comprehension of its effect on their development. This study will help make clear those effects via a retrospective examination by former student-athletes. You have been chosen because the Southeastern Conference (SEC) honored you for your community service efforts while in college by electing you to the SEC Community Service Team (formerly titled "Good Works" team). The researcher anticipates 6-8 total participants to enroll in the study.

PARTICIPANT INFORMATION

Pending your consent, you will take part in a one-on-one interview with the researcher that should take no longer than 60 minutes to complete. You will be asked questions pertaining to your community service in college, your respective personal development (self-esteem, personal interests), and your career development. The interview will be digitally recorded and stored on a password protected computer. Once all interviews are completed, the researcher will transcribe the conversations verbatim and analyze the content with qualitative data analysis software. The digital recordings will be securely stored and only accessed by the research team. At the conclusion of the study, the recordings will be destroyed.

RISKS

There are minimal risks associated with participating in this study. For example, you may be asked questions about performing community service as a student-athlete that may make you uncomfortable. If at any point you are uncomfortable with participating in this study you can exist the study without penalty or consequence. All measures will be taken to protect your identity and keep your responses confidential. A pseudonym or code will be assigned to you that will help to protect your identity.

Participant's Initials _____

Page 1 of 2

IRB NUMBER: UTK IRB-15-02519-XP
IRB APPROVAL DATE: 11/05/2015
IRB EXPIRATION DATE: 11/04/2016

BENEFITS

This study will benefit the collegiate and athletic communities as well as student-athletes in general by enhancing the visibility of community service's effects on personal and career/vocational development. There are no anticipated direct benefits to you from participating in the research.

CONFIDENTIALITY

The information collected during interviews will be kept confidential. Data will be stored securely on a password protected computer and will be made available only to the research team. You will be referred to in the study but never identified by your legal name, only by your sport, institution of study, and year of award recognition.

CONTACT INFORMATION

Should you have any further questions now or at any point at the study, the principal investigator, Jackson Martin, can be reached by e-mail at jmart139@vols.utk.edu, or by phone at (865) 974-8882. If you have questions about your rights as a participant, contact the Office of Research Compliance Officer at (865) 974-7697.

PARTICIPATION

Your participation in this study is voluntary; you may decline to participate without penalty. If you decide to participate, you may withdraw from the study at anytime without penalty and without loss of benefits to which you are otherwise entitled. If you withdraw from the study before data collection is completed your data will be returned to you or destroyed.

CONSENT

I have read the above information. I have received a copy of this form. I agree to participate in this study.

Participant's signature _____ Date _____

Investigator's signature _____ Date _____

Vita

Ann Martin (née Heater) gave birth to her second son, Jackson, on July 22nd, 1991 in Salem, Oregon. While his inherited genes are not complementary towards athletic endeavors, his work ethic allowed a relatively successful foray in the sport of tennis. Jackson began his collegiate studies at the University of Portland in the fall of 2009 as a student-athlete and finished with a Bachelor's degree in psychology. After dabbling in the private sector, Jackson ultimately sought a more fulfilling career and continued his studies at the University of Tennessee while serving as a graduate assistant in the Student-Athlete Development department where he oversees and facilitates the career and personal development of student-athletes. Jackson also coordinates community service participation with student-athletes and local organizations. Upon completion of his master's degree, Jackson hopes to continue his career in the field of student-athlete development.