

Enhancing Iowa State Men's Basketball Off Court Player Development

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Introduction

When looking to complete my final project here at Iowa State, I chose to do an internship with the Men's Basketball Director of Operations, Micah Byars. Micah has an abundance of knowledge and experience within Division I basketball, holding positions at the University of New Orleans, University of Central Florida, and currently at Iowa State University. Throughout these stops he has served in several different capacities including Assistant Coach, Director of Player Development, and Director of Operations. As the Men's Basketball Director of Operations, Micah's role includes scheduling of opponents, directing operations within the office, managing volunteer opportunities for the team, and serves as a liaison between athletics and academics. Micah has been a part of unprecedented success here at Iowa State where the Cyclones have achieved a 194-114 overall record, won four Big 12 Tournament titles, and have had 33 Cyclone athletes achieve All-Big 12 Honors during this time. Off the court Micah has been able to help Cyclones achieve academic success as well with 12 Cyclones achieving Academic All-Big 12 Honors, and three receiving the prestigious Big 12 Scholar-Athlete of the Year honor.

Professionally, I am looking to climb the coaching ladder to achieve my goal of being a Division I Head Coach one day. Micah is currently in a role that I aspire to be in next while moving towards that goal. So, for this internship, it was logical to work with him in seeing how I could advance my skill set to be more prepared for the next job that I will take. This internship also benefited Iowa State and the Men's Basketball team because we were able to create more efficient ways to achieve the tasks listed below within the program, as well as creating an additional member of the staff that was in the "know" of what was going on. From January 29th until May 7th I spent time each day with Micah to shadow him, and to learn more about what he

does within his job. Although because of COVID-19, we spent from March 23rd until that final day on May 7th doing the internship remotely, checking in through text, phone calls, and Zoom. Throughout this time, in addition to just merely shadowing Micah, we also looked to achieve some tasks that we established at the beginning of the semester. These initial tasks included:

1. Enhance Steve Prohm's buddy system for our players.
2. Further develop and enhance the acclimation system of new players into the program.
3. Engage with a former Iowa State basketball player to help him finish his degree.
4. Increase the number of organizations for student-athletes to volunteer at individually and as a team.

These tasks were changed a bit throughout the semester because of issues that arose in looking to achieve the task. We ran into some issues in tracking down one of the former players who was eligible to finish his degree. So, rather than actually engaging with a former player to help them achieve their degree, we looked at how to make the process more appealing to former athletes, as well as how we could more efficiently serve these former athletes. Rather than increasing the number of organizations that student-athletes could volunteer at, we looked just at how we could make this volunteerism system better. We looked into how athletes as well as those organizations could better benefit from athlete's services, and how to create a better experience for both parties.

Background

We wanted to focus on these four areas in regards to the internship, and while there may not seem to be a direct correlation with these areas and a higher level of play on the court, we believe that these areas will drive levels of success off the court. Before the internship began, we saw these four areas as areas in which our program could improve. All of the areas were already

identified as areas in which we needed to touch on as a program, but we did not have the structure in place to see these tasks through. There needed to be a well thought out plan put into action so that we were creating the same amount of emphasis into developing men as we were into developing basketball players.

The Buddy System

Currently the buddy system is where older players are paired with younger players to bestow knowledge and their experiences onto them. When players are paired together, they are expected to spend lots of time together and the thought is that the older player will put the younger player on the right track on how to be successful on and off the court. In taking a look into why these areas matter, we are able to turn to the literature to see the benefits that are there to be gained. Colvin and Ashman (2010) discussed that peer mentoring focuses on a more experienced student helping a less experienced student improve overall academic performance, encourages mentors' personal growth, and provides advice, support, and knowledge to the mentee. This is something that holds true in regards to the buddy system that Coach Prohm has already put in place for our team. It allows for more experienced players to guide the new players to help bridge the gap, all while the mentor is having self-growth by coaching up their buddy in the process.

Acclimation System

Within our athletic apartment, Cyclone Academy is a program that all incoming athletes go through upon arrival to campus. Cyclone Academy is used to help bridge the gap with coming to a new school, but can be fairly general and not truly specific to situations within each sport. Our acclimation system with Men's Basketball, before my internship, was fairly condensed, and while we as a coaching staff made efforts to ensure a smooth transition, there

was not a true plan of action in place. Serido, Perkins, and Borden (2011) states that when authentic and meaningful involvement is promoted, youth will have opportunities to connect with others, opportunities for self-discovery, and a sense of empowerment which will in turn lead to positive youth development outcomes. They go on to say that many youth cite that personal relationships with caring adults was a factor in changing the direction of their lives (Serido, Perkins, & Borden, 2011). So, this acclimation system, helping bridge new student-athletes to their new lives on campus, can also help to cultivate relationships with coaches that can potentially change the trajectory of their lives as well.

Student Athletes Finishing their Degrees

According to the National Collegiate Athletic Association (2020), of those who left college to pursue professional opportunities, only 1.2% of collegiate men's basketball players were selected into the NBA, while 21% signed contracts to play internationally in smaller professional circuits. So, while there are opportunities each year for players to make money without utilizing their degrees, there is a much higher population that is thrust into the workforce, and needing to have a degree. It is also important for players who are fortunate enough to be a part of this small percentage to eventually return to finish their degree, so that they may have professional opportunities beyond the basketball court. The overwhelming majority of basketball players finish their degrees while at Iowa State, but there have been three players within Micah's tenure that have not finished their degree (M. Byars, personal communication, April 9, 2020). With this internship we hoped to address these players, as well as the players who have become before them, to help finish their degree to maximize their opportunities.

Volunteerism

In regard to volunteerism amongst student athletes, it has really become a college sports norm for these athletes to be involved. According to the National Collegiate Athletic Association (2020), 87% of female and 83% of male student athletes volunteer on an annual basis, with 50% reporting that their coach requires these services to be done. By putting student athletes into the community with volunteerism, coaches are also employing what Billig (2000) defines as service learning, which can be highly beneficial to those involved. Service learning can be summed up as organized service experiences that meet community needs, but then allows athletes structured time to talk about their experiences while participating (Billing, 2000). Men's basketball players at Iowa State achieved seven hours of community service as a team within the 2018-19 school year spanning from September to March (M. Byars, personal communication, June 5, 2020).

Deliverables

The Buddy System

The buddy system was a fairly bare boned system when Micah and I began looking into how to improve what was already in place. First, we installed some guidelines in determining areas that buddies would be responsible for within the system. These areas are as follows:

1. Insuring that one another is in class.
2. Holding each other accountable to be at tutoring.
3. Ensuring that the other is on time for weights/conditioning/practice.
4. Pulling each other along to the gym for extra shots.
5. Holding each other accountable in regards to professionalism and how they carry themselves within our building and in the community.

6. Making sure one another are abiding by our culture (A commitment to high character individuals).
7. Doing something each week together (Non-basketball related).
8. Once a month volunteering in the community together.

Martinek and Hellison (1998) state that by setting goals it can raise chances of achievement by creating a sense of “payback” for achieving these goals. By creating these guidelines, we have given the players something to strive towards, and have created a mark they need to achieve. By creating something tangible that they have to strive to achieve, there is a higher sense of accountability to the program that we looked to create. Not much emphasis was placed on this system, so placing emphasis as well as creating some follow up was something that was needed to be put into action as well. Micah believes that the follow-up could be better if the two Graduate Assistants split the groups, and were responsible for making sure that players were doing a good job of interacting with their “buddy.” We could then report back to Micah who would give a bi-weekly report to Coach Prohm to ensure that things were running smoothly. We initially discussed weekly follow-ups, but thought that this may be too quick of a turnaround, but then the thought of checking in monthly would give too much room for slippage. So ultimately, we decided that bi-weekly may be the best time frame to follow up, to allow players some time to work on the eight goals that we set for the buddy system. By doing the follow-up with the players and reporting back, we will have already moved the needle on the original buddy system put in place by Coach Prohm. By utilizing the follow-up, and players seeing that we are invested, we are creating more reason for them to be participating and doing their part. Creating this buy in is especially important to ensure that this process goes smoothly. By showing players that abiding by the buddy system will build their character long term, as well as

creating winning habits for the team, we hope for the buy in process to go smoothly. When looking at follow up time with the buddy system, I looked to other programs to see how they handled similar initiatives. I reached out to a friend, [Friend A], a Graduate Assistant at [University A], to ask about their buddy system that was in place. In talking with them, it seemed as if their system was very bare boned too. They have a set of core principles, that they look to try and enforce daily through their buddy system. The five principles are Be Early, Bring the Juice (Energy), Always Put the Team First, Have a High Level of Communication, and Alignment ([Friend A], personal communication, May 5, 2020). These are things that the coaching staff stresses to players daily, and is something that they say players have bought into. By keeping it simple and creating this daily emphasis, there is no real checking in with the buddies, and it is more of an accountability process that they tally daily. While I do think that this is the correct way to go about enforcing their principles within their team, I believe that what we are doing with bi-weekly check-ins is still the best practice for our current system.

Minor (2007) described the roles of a peer mentorship as socialization, orientation, mentoring, advising, supervision, instruction, coordination and leadership, and role-modeling. These are all areas that are prevalent within the new buddy system, and are areas in which players can really grow alongside their peers. The 5 C's of youth development would really apply within the buddy system as well. Competence, Confidence, Connection, Character, Contribution, and Caring (the 6th C, added by Richard Lerner in *The Good Teen*) are all things that the buddy system touches on within its activities. Two of the C's seem to stand out the most in regards to the buddy system, and that is Connection and Character. Connection is referring to "positive bonds with people and institutions," which includes family, school, peers, and community (Conway, Heary, & Michael, 2015, p.2). Within the buddy system, by definition,

Connection is a key aspect that is covered throughout. Players are establishing connections with their peers by spending time together through activities and through holding each other accountable. They are also making connections with coaches and peers on campus through the buddy system by ensuring they are at class, tutoring, and basketball activities. Lastly, they are creating connection to the city of Ames through their participation in athletics for the school, and their involvement within the community. The other C that is being embodied through the buddy system is Character, which is an “indication of an individual’s respect for societal and cultural rules” (Conway, Heary, & Michael, 2015, p.2). One of the key areas of the buddy system is to “ensure one another are abiding to our culture.” This is an area in which Character really comes into play, and without a high level of Character, there could be slippage in this area. Another area that Character is evident within the buddy system is the professionalism aspect of how players are carrying themselves within the community, and what they are doing extra within the community on the side. These are two areas that relate nothing to basketball, but high character individuals will see the importance that these two areas hold.

Acclimation System

As aforementioned, the acclimation system was very condensed before my internship, and really addressed more-so through the athletic department in general, rather than within our team specifically. The current acclimation program, Cyclone Academy, is made up of three meetings with a duration of three hours each. During these three meetings, a topic is discussed per meeting that will help them as they begin their journey at Iowa State. Those three topics are: Decision Making, Academic Success, and Healthy Relationships & Mental Health. While Cyclone Academy can be a good tool to teach general information about Iowa State and campus, it does not touch at all on our culture within the basketball program, or what coaches expect out

of the players. Moving forward, Micah and I discussed the importance of creating a similar experience to Cyclone Academy, but more specific to what we do as a program. Some other areas in which we look to help players is giving them time to get acclimated to each other through activities that are non-basketball related. In the Summer of 2019, for example, we hosted a variety of different activities which included dodgeball, tennis, paintball, softball, and sand volleyball, which allowed for the athletes to let their guard down and interact with one another in a different manner without the pressures of having to be at their best.

We decided that talking to other programs would be key in developing a successful acclimation system here at Iowa State. First, I spoke with a friend [Friend B], Player Relations Coordinator at [University B], about how [Head Coach A] handles players when they arrive to campus. In talking with him he told me that [Head Coach A] does meetings with incoming players for their first 60 days on campus. This is a time for players to ask questions about life, religion, basketball, school, and anything else that they might need. This is also a great time for [Head Coach A] to give them information on what he expects and how things operate, and creates a comfort level that can be beneficial to both the student-athletes and the coaching staff ([Friend B], personal communication, June 2, 2020). This is something that we would like to implement with Coach Prohm at Iowa State. This is a key time for Coach Prohm to get to know the players, and to really get them acclimated to the university and to him as a coach. I also think after these 60 days, that athletes should have a designated coach that they meet with each week to discuss things going on both on and off the court. This would be a great way to really tap into them as people, and be able to build them up. These meetings with assistant coaches can also heighten their comfort levels, and lead to discussing real issues that they may be facing in their lives, that otherwise might not be discussed.

I also spoke with former [University C] Graduate Assistant, [Friend C], to see how they acclimated players to their program. [Head Coach B] is known for turning over his roster, and bringing in players for only one to two years at [University C] before sending them to the NBA. [Head Coach B] has created somewhat of an open-door policy at his house, and looks to really treat players like family. By inviting players into his home, he is earning their trust while getting to spend time with the players in an off-court setting. [Friend C] told me that by creating a relationship where players spend time around [Head Coach B] in his environment around him and his family, he feels as if relationships are rooted deeper, allowing for players to be coached harder ([Friend C], personal communication, April 24, 2020). This is another aspect that I think we should add to the Iowa State Program. Not just with Coach Prohm, but with all staff, where players feel comfortable enough to invite themselves into our homes, and to spend time with staff away from basketball. This would be a great opportunity to really pour into players, and to teach them life lessons that may help them when their playing career is over. Witt and Caldwell (2018) discuss within their Ten Principles of Youth Development, that it takes a village to foster thriving. As a coaching staff, that is what we are looking to accomplish within the acclimation system, and it may take all of us to play a part to ensure that new players thrive within their new environment at Iowa State. The “Search Institute promotes a relationship-first approach to helping youth develop the knowledge and skills necessary to thrive” (Witt & Caldwell, 2018, p. 12). A relationship-first acclimation system is what it appears that [Head Coach B] and [Head Coach C] have implemented at their respective schools, and could be a large reason for the success that they have achieved in their tenures. Both coaches have made a point to build relationships build on non-basketball agendas, and then have used this relationship to better understand the player that they coach. This is in line with one of the 5 C’s: Confidence.

Confidence is an indication of an internal sense of overall positive self-worth (Conway, Heary, & Michael, 2015, p.2). By creating this relationship-first approach, we are subsequently allowing for players to gain a higher comfort level, and allowing them to become more confident before ever stepping foot on the court to play. By taking this approach, and really getting to know the student athlete, their confidence levels will be higher both within themselves and in the coaches they are playing for.

Student Athletes Finishing their Degrees

Most students come to college with the idea of achieving good grades, and becoming more prepared for the career path they have chosen. Student athletes may have a different perspective in what college looks like to them, and what they are looking to accomplish while in attendance. All of the men's basketball student athletes that I have crossed paths with are attending college solely because of the scholarship that they received to play basketball, and without it, may not have the opportunity to attend college on their own merit. With that being said, most men's basketball players who walk through the doors at Iowa State believe that they will play at the next level professionally, whether that be in the NBA or internationally. While attending a Power Five school like Iowa State increases their chances for exposure, according to the National Collegiate Athletic Association (2020), only 22.2% of men's college basketball players signed contracts to play in the NBA or internationally in smaller professional circuits. So, a degree is imperative for the other 77.8% of men's college basketball players who do not sign that professional contract, and can still provide great value for those who were fortunate enough to sign contracts, after their professional careers.

Upon receiving a scholarship from Iowa State, we are willing to honor this scholarship throughout consecutive years, or non-consecutive years if the athlete finishes in "good standing."

Athletes may not finish their degree because of an assortment of reasons. These reasons may include that they did not take enough credits during their time here to accumulate enough hours to graduate, to pursue professional opportunities, or by flunking out. The first two reasons we would consider “good standing,” and would go through the process on helping players re-enroll and either take classes online, return to campus, or finish remotely at a community college if they are just a few hours short. Players who have completed two years of school work would be able to eventually complete their degree because of their good standing within the university and in the classroom, and we would take care of that cost. The same goes for players who may have not met the credits needed for graduation as well. Players who may have flunked out during the final season of their senior year, post basketball, would have to go through a re-acclimation period. This would be the former student-athlete paying for their school, but upon achieving good grades and the administration seeing they are taking the process seriously, they would be reimbursed for the money spent. In the last nine years, Micah has helped eight student-athletes finish up their classes and earn their degree. With this program, once you begin a degree, the university will pay for you to finish it. This is important, because graduate transfers are able to get a year of their Master’s degree under their belt at Iowa State but then finish the two-year program for free once their fifth year of college basketball comes to an end.

I spoke with [Friend C] again, former Graduate Assistant at [University C], in regards to helping student athletes finish their degrees. They are a good program to take note of, because they have so many players in and out, they hardly ever have a men’s basketball student athlete that finishes their degree during their time on campus at the University. He said [Head Coach B] has coined their return graduation program as a “Lifetime Scholarship.” This is how they market academics to their incoming recruits, and is very similar to what we are doing. I think that we

could market to our recruits and former players, this “Lifetime Scholarship” program, to make them feel as if we really have their best interest in heart for their lifetime’s, and not just while they wear an Iowa State uniform. This program is handled through their academic’s department, and is the main push in seeing that guys have the opportunity to finish their degrees up ([Friend C], personal communication, May 5, 2020). Natalie Hawkins, Assistant Director for Student-Athlete Development, is a great resource to student-athletes while they are on campus as well in this “Lifetime Scholarship” program that we are doing here at Iowa State. She does a good job in helping to find former athletes the credits and classes that they need to take in order to earn their degree. With Micah staying involved in this process, he increases the chances that we are able to help these former student-athletes. He has been at Iowa State for 10 years, and has built great rapport with these players during their time here, and is a great person to have involved to help get this task accomplished.

While I feel like we do a good job in stressing academics with our current staff, with only three athletes not finishing their degree during Micah’s tenure (two because of professional opportunities), we believe that there is always room for improvement and ways to help former athletes from former staffs. By coining what we are currently doing as a “Lifetime Scholarship,” we believe there will be higher trust factor when athletes sign scholarships in knowing that we are there for them for life. This is also a reminder to former athletes when they see the new coined phrase that we have not forgotten about them, and that their education is important to us as well. We also discussed creating a follow-up process at our yearly reunion during the summer. This is an event in which we invite all former Cyclones back to campus and honor a former team. By using a drop box and ballots, we could collect information to see who would be interested in finishing their degree. Some may not know of the availability of this program, but

may be interested upon hearing about the opportunity at the reunions, and would be a great way to connect with administration and the current coaching staff in making that a reality. Another way that we could get more involved would be by doing yearly calls to players we see in our archives do not have their degree's using Natalie Hawkins within academics. By reaching out like this, we can provide information as well as opportunity through these phone calls. By continuing to check-in, circumstances may change within their lives causing for their perspective to change and them be more susceptible to finishing up what they once started. This "Lifetime Scholarship" is a really great incentive that Iowa State provides, and I think it really shows the investment that we make in our 18-year-old student athletes the day they step on campus.

Turning to the literature, another one of the 5 C's is relevant here as well: Caring. Caring is an indication of a person's sense of sympathy and empathy for others (Conway, Heary, & Michael, 2015, p.2). It takes a great sense of caring for players who have stepped away from the university and have begun a different life, to decide they need to come back and finish their degree. There is a sense of self-care in knowing that finishing their degree may be what is best for them. There is also a sense of care for others who may have helped them along the way, such as a parent, spouse, teacher, or coach, who may find value in seeing the former student athlete finish what they started.

Volunteerism

Volunteerism has become a pillar of college athletics, and has become a norm for college programs throughout the years. This was an area in which our team had once experienced success, but have since struggled in obtaining hours with our student athletes. During the 2016-17 season, we were given an award from athletics awarding the highest number of average hours per athlete accumulated throughout athletics. Our student athletes bought in to volunteering and

being in the community, so we would set things up on off-days for them to complete these hours. Unfortunately, after the 2016-17 season, the rules changed within the NCAA that mandated that volunteer hours could not be done on mandated off-days (National Collegiate Athletic Association, 2020). There can be exceptions granted if it is initiated by one of the players, and all of the players are willing to be there, as well as having to be approved by our Faculty Athletics Representative but all this can really be more trouble than it is worth after encountering so many obstacles trying to make this happen. So, with these rule changes put into place it makes it much more difficult to take all 13 of our players to volunteer on a day that we are practicing. With class schedules, weight groups, and practice of an evening, players can be drained from their day and may not be as willing and engaged to do extra activities within the community.

One way that Micah and I came up with to combat the time constraint that student athletes face is by conducting volunteer hours within small groups rather than trying to coordinate so many activities for our entire team to attend. We believed that this would be better for the players, because it would allow for them to volunteer at more convenient times, as well as good for the community because there would be more volunteer opportunities for players and they could make several stops at volunteer locations. Volunteerism is also a key aspect of the buddy system, so small groups is going to be something that is already in place with that. The buddy system is paired in groups of two, so volunteer opportunities could be done within the buddy system pod, or two to three pods could work together. This approach is supported by the literature, which shows that small groups are a more effective way to handle events like these. Nosenzo, Quercia, and Sefton (2013) noted that social incentives and social pressure may be more effective in small groups. They also mentioned the level of buy-in and cooperation

amongst the group may be greater when they are in smaller groups. This makes sense to me that by creating small groups, this may be a more intimate environment, where players may interact and do better without the fear of judgement from their peers. Nosenzo, Quercia, and Sefton (2013), also discussed the ‘bad apple’ effect, in that if one person in the group does not do what they are supposed to, it may cause things to unravel. But in a small group setting, everyone is relying on each other to be involved in what is going on, and there is less of a chance for one person to not do anything when a group goes to volunteer.

I think that volunteering two to three times a month as opposed to one, would be a great step forward because of the extra organizations and people that would be served within the community. In splitting them into groups, more organizations could be reached, or the current organizations could be served more often. In the seven volunteer opportunities we took advantage of they were all seven different organizations. So, because of our limited time, we may only be able to see or help them once a year. Groups may allow them to be seen several times a year and be able to engage on a much more personal level because of the fewer number of players that will be present each time. I think by taking these steps, we can greatly improve our volunteerism within our community.

The 5 C’s play a role within the volunteerism aspect of our program as well and can be seen through Connection and Contribution. As aforementioned, connection refers to “positive bonds with people and institutions,” which includes family, school, peers, and community (Conway, Heary, & Michael, 2015, p.2). This is something that is evident within volunteerism between our players and the community. By getting involved and spending time with those outside of our organization, we are helping to create a positive bond for all that are included. Another aspect of the C’s that our student athletes are achieving is contribution through

volunteerism. By breaking volunteer activities into small groups, and allowing them some freedom on when and where they can volunteer, they are as Lerner and Lerner (2011) mention, being actively involved as participants in decision making in services, organizations, and community. This can allow for a higher investment to be made by the student athletes, because they are deciding how and where they want to spend their time contributing.

Limitations

We were several months into the internship before things begin to change due to COVID-19. Luckily, because of the relationship that Micah and I have built over the past few years, we were able to continue dialogue in regards to the internship, although face-to-face interaction was not possible. We would have really liked to spend more time in tracking down a former player and trying to help him begin the path to finishing his degree. With time apart, and having to delegate more time to different areas of our program going online, we were not able to spend as much time reaching out and pushing this issue as we had hoped. Another limitation that we faced because of COVID-19, was that we had hoped to run some of our new ideas past Coach Prohm, to get his reaction to the improvement we felt that we have made. With social distancing in place, we were never able to find the time in which we could all sit down and discuss the plans that we had made.

Future Directions

If there were more time, we would have begun to really implement the four tasks that we looked to accomplish through the internship. First, we would have moved forward with the buddy system, and taken steps to implement the guidelines that we created within the system. This would have gotten the buddy system headed in a direction where there was structure, and an emphasis would have really been placed on peer mentorship, and the follow up process. We

would also make sure to pair up players into the buddy system, with a younger and an older player so that peer mentorship may be in effect. Next, we would look to enforce the acclimation system, and begin to get players comfortable when they arrive to campus during the summer. The 60-day plan would be in place, and we would begin to get players accustomed to the staff and the university by doing so. Next, we would look to coin the “Lifetime Scholarship” program, and market that to prospective, current, and former student athletes. This would be implemented in both visual and verbal presentation to prospective athletes through the recruiting process. It would also be something that we emphasized at reunions to former student athletes and stress the investment that we initially made in them, and stress that we still stand by that investment. Lastly, with volunteerism, we would look to turn players loose to spend time within the community in small groups. Micah and I believe that we would see a large jump in volunteer hours because of these small groups. We would also look to make sure that more organizations were served by our student athletes because of the small groups. These will be great ways to show improve our foot print within the community of Ames.

Conclusion

Although I have been a part of the Cyclone basketball program, and known Micah for nearly two years, this internship was an eye-opening experience into what Micah handles and seeing ways in which we could improve as a program. We were able to cover four topics with the internship: the buddy system, the acclimation system, student athletes finishing their degrees, and volunteerism. These areas were all already a part of our program, but needed to be further explored and developed and we were able to do so. With the improvements and changes that were implemented during the internship we believe that we are making a positive impact within our student athletes lives both on and off the court. We look forward to implementing these

changes over our next season and seeing our student athletes continue to grow as athletes and as men.

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