

## MEMO

June 21, 2003

To: Greg Dale, Beth Howland, Luke Roush, Mark Behmer

From: Phil Olsen

Re: Potential applications of Professional DynaMetric Program's Integrated Management System to benefit student/athletes at Duke University.

This Memo is intended to summarize the discussions that took place in a meeting held at Duke University on June 11, 2003. Those in attendance were Greg Dale, Sports Psychologist at Duke; Beth Howland, Academic Advisor to Duke's student/athletes and Director of Duke's Life Skills program; Luke Roush, a recently graduated student/athlete from Duke and Phil Olsen & Mark Behmer from Professional DynaMetric Programs (PDP).

The purpose of the meeting was to explore how PDP might be able to assist Duke's student/athletes and coaches through the potential applications of the assessment tools available within their Integrated Management System.

Discussions revolved around a five-phase process that a high school student/athlete experiences as he considers Duke and ultimately decides to attend. Those five phases as defined by our group were:

### **1. Pre-Enrollment/Decision Phase**

During this phase a prospective student/athlete makes their decision to attend, or not to attend, a particular college or university based on their perception of the following: Academic reputation, Athletic reputation, Location, Tool Box-the collective experience the school has to offer and Fit-does the school feel like it is the right place for them to attend.

Being able to assess a student/athlete's projected compatibility with Duke's rigorous academic environment and determining whether their athletic ability will be a good fit with the Duke athletic program would be two

obvious goals. Another goal would be to develop a system that can provide guidance and direction to the prospective student/athlete in leading them through a process where the academic opportunities and athletic programs at Duke are presented in their best light and the student/athlete's questions/concerns are fully answered. It was also suggested that general information about the Duke experience be written in easily-understood language to minimize the intimidation factor for prospective student/athletes.

## **2. First Year at Duke**

During this phase, student/athletes struggle with a variety of adjustments as they transition from high school to college life. It was agreed that student/athletes could benefit tremendously from programs and services that could provide them with ongoing insight, guidance and direction in the following areas: player/coach interaction and relationship management; student/professor interaction and relationship management; and Life Skills Training to help them get them off to a good start in academics and athletics as well as prosper in their new personal world at Duke.

Life Skills topics that were suggested include: computer skills, study skills, familiarity with Duke's academic tutoring & academic support programs, speed reading, memory training, personal budgeting, time management, nutrition, decision making and the importance of accepting personal responsibility.

Other items discussed were :“Cliff Notes” versions of class descriptions for student/athletes, on-campus exposure-type opportunities, various educational opportunities geared specifically for student/athletes, the potential of matching student/athletes with local Host Families and the possibility of connecting student/athletes with former Duke student/athletes to provide them with an off-campus source for guidance, direction and encouragement.

It was also mentioned that “recollections of fond memories” and “words of advice and encouragement” for freshmen from current and former student/athletes would be very well received.

### **3. Years 2-4 at Duke**

During this phase, it was agreed that student/athletes have very specific needs related to balancing the demands of their academic pursuits and the time required for athletics. During this phase, student/athletes also need special help shaping their career focus. Valuable help for the student/athlete during this phase could come from personalized academic guidance, internship opportunities specific to their field of study, mentoring opportunities, and career/shadow opportunities.

The importance of getting student/athletes more intimately involved with on-campus activities during this phase was also expressed. It was felt that opportunities to interact with former Duke student/athletes who had gone on to successful careers would also be a major benefit. Also important to the student/athlete during this phase is the ongoing facilitation of player/coach interaction and relationship management, student/professor interaction and relationship management and continued Life Skills Training.

### **4. Transition phase after graduation from Duke, but before joining the work force.**

It was agreed that a transition period for graduating student/athletes would be very beneficial before they join the work force. The length of the transition period would vary based on the intensity of the student/athlete's undergraduate experience and their personal need to decompress.

Ongoing career counseling would also be an important part of this phase. Networking with Duke alumni was also discussed as a means to discover employment opportunities, both current and future, that could potentially be a good fit for particular student/athletes.

During the transition period, it was agreed that specific internship opportunities, mentoring opportunities and career/shadow opportunities would continue to be very beneficial for the student/athlete.

## 5. Post-Graduation

This phase is especially important to the student/athlete as they finally step out into the world on their own. How this phase is facilitated also lays the groundwork for their future involvement as a Duke alumnus. The importance of creating opportunities for recent graduates to stay connected with Duke athletics through involvement opportunities with undergraduate student/athletes was also mentioned. "Leaving the Ladder Down" was mentioned as a means to enable those coming behind to learn from the experiences of other student/athletes.

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At this point the discussion turned to the potential applications of the assessment tools included within Professional DynaMetric Program's Integrated Management System. The following opportunities for PDP exploration, testing and evaluation with Duke's student/athletes were identified:

1. **Recruiting student/athletes whose personal profiles indicate they will be a good match for the rigors of Duke's academic/sports environment.**
  - A. Use PDP's ProScan Survey as an element in the assessment program for screening prospective student/athletes.
  - B. Use the ProScan Survey and PDP's Modeling tools to gather, evaluate and analyze information on successful Duke student/athletes, both past and present, as the basis for developing models detailing the personal profiles of successful student/athletes to match recruits against.
  - C. Measurables include: Personality Profile, Satisfaction Level, Energy Styles, Kinetic Energy, Energy Drain, Logic, Leadership Style, Communication Style, Backup Style.
  
2. **Matching the personal profile of incoming freshman student/athletes with the profile of academic majors, grouped by similarity.**
  - A. Use PDP's Modeling tools to analyze selected academic fields of study at Duke to determine the personal profile(s) of the student(s) who would most likely be successful in those academic majors.
  - B. Use PDP's Matching module to match the profiles of student/athletes with the Model profiles of selected academic majors.

**3. Matching the personal profile of incoming freshman student/athletes with the personal profiles of successful Duke alumni who were student/athletes themselves.**

- A. Use PDP's ProScan Survey and other information gathering techniques to learn about successful Duke alumni from the general student population and successful Duke alumni who were once student/athletes. The main goal of this process would be: to determine their personal profiles, what they majored in at Duke, how they selected their major, what they're doing now, what skills they learned at Duke that helped prepare them for their career, what they didn't learn at Duke that they wish they had, what post-graduate experiences have been helpful in preparing them for their career, what they would like to see offered to student/athletes at Duke to help prepare them for successful careers, etc.
- B. Use PDP's Modeling tools to develop personal profiles for various career opportunities.
- C. Use PDP's JobMatching module to match student/athletes with various career opportunities.
- D. Determine which successful Alumni will agree to participate in programs for Duke's student/athletes geared to help them manage the stresses of balancing academics and athletics while also learning about career development, personal mentoring and obtaining essential Life Skills.

**4. Performing ongoing Academic Advisement for student/athletes.**

- A. Annual ProScan Survey for each student/athlete to assess academic progress and monitor their ongoing fit with their academic pursuits.
- B. Encourage student/athletes to make good use of the available academic/Life Skills resources.
- C. Pro-active involvement with student/athletes academic pursuits.

**5. Performing ongoing Career Counseling for student/athletes.**

- A. Use PDP's JobMatch module to match student/athletes with potential career opportunities as determined by 3A above.
- B. Provide internship opportunities, mentoring opportunities and career/shadow opportunities for student/athletes.
- C. Provide personal career counseling for student/athletes.

**6. Providing content for Life Skills training for student/athletes.**

- A. Use the results of Alumni Survey, PDP's ProScan Survey, JobScan, TeamScan and other data collection sources to help determine the specific needs of Duke's student/athletes.
- B. Use of ProScan Survey results to educate student/athletes on the uniqueness of each person's personal profile and the incredible value of every person.
- C. Use of information from PDP's ProScan Survey to educate student/athletes on energy styles, leadership styles, communication styles, etc.

**7. Assessing and Exploring Team Dynamics with student/athletes.**

- A. Use of PDP's TeamScan on selected groups of student/athletes to help them better understand their team and each other.
- B. Use of TeamScan results to educate student/athletes on the complexities of team dynamics.

**8. Performing Annual Assessment of Duke's student/athletes.**

- A. Use the annual results of PDP's ProScan Survey on student/athletes to track progress, evaluate stress and measure energy drain.
- B. Conduct an annual Life Skills Inventory performance evaluation.

**9. Applications for PDP with coaches, athletic administration, etc.**

- A. Explore the opportunities for applications of PDP's Integrated Management System with Duke Coaches, Athletic Directors and Administrators.
- B. Use PDP's assessment tools to help the Duke Athletic Department recruit, hire, train, manage, motivate and retain quality employees.
- C. Use PDP's ProScan Survey with coaches and athletic department staff as a means to help them get to know and appreciate the uniqueness of each person's personality profile.
- D. Use TeamScan with Duke Coaches to help them better understand the personal dynamics of their teams.
- E. Conduct a "sport by sport," "position by position" study using the results of the ProScan Survey and PDP's Modeling module to determine if there are distinct profiles that can be identified for the successful performance of particular positions within each sport.