

**Charter for the**  
**AASP Leadership Academy (LA)<sup>1</sup>**  
**October 2024**

**AASP Leadership Academy Task Force Members**

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<sup>1</sup> The AASP Leadership Academy Proposal was approved by the AASP Executive Board October 2024.

## **AASP Leadership Academy (LA)<sup>2</sup>**

The primary objective of the Leadership Academy is to offer training and development to a broad array of AASP members to cultivate leadership interest and skills that will be widely distributed among members with an interest in serving AASP. The Leadership Academy annually will accept one or more cohorts that will initiate and culminate their Academy year at the annual conference. Each cohort will be led by a mentor who will coordinate the Academy offerings for their cohort. The Leadership Academy will fall under the purview of the AASP Membership Services Division Head. The Leadership Academy Committee will work cooperatively with the Nominations/Leadership Development Committee.

### **Vision Statement:**

A wide array of AASP members with the interest and leadership skills needed to serve the Association across a variety of committees and leadership positions.

### **Mission Statement:**

To offer equitable opportunities for cultivating learning and development for interested current, emerging, and potential AASP leaders, creating a talent pathway to serve AASP through 2035.

## **Leadership Academy Structure**

### **Electronic Library of Resources - The Leadership Academy Resource Library**

The Leadership Academy Resource Library will consist of recorded webinars, instructional videos with short topics (5-10 mins) or more in-depth topics (20-30 minutes), and links to relevant open-access videos, blogs, and publications.

The Leadership Academy Resource Library will be located on the members-only section of the AASP webpage and will be open to all AASP members including those contemplating AASP leadership opportunities, members of a Leadership Academy cohort, and those currently involved in AASP leadership.

There will be an introduction to AASP leadership series of videos with an introductory video describing AASP committees in general, typical time commitment, and how members can volunteer to serve. Each committee chair will be asked to record a no-more-than 5-minute video describing the work of their committee and how to become involved. **[Need: to develop this video series]**

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<sup>2</sup> Note: Many of the items identified as still needed will be determined by the Leadership Academy Committee.

## Cohorts

Cohorts of AASP members interested in developing leadership skills will be selected annually. Cohorts will initiate their year and culminate their year at the annual conference. Given a sufficient number of applicants, cohorts may be stratified by career stage with student cohorts, early career cohorts, and established professional (mid-career+) cohorts. There may be an occasion when a cohort is established to spend a year studying a special topic. Each cohort will have a recommended curriculum covering the knowledge, skills, abilities, and other topics identified as most relevant for a given career stage. Cohort members will work with their mentor to determine their specific curriculum. Basic leadership skills may be recommended across all cohorts. **[Need: to develop general/basic curriculum and advanced curriculum]**

**Cohort Recruitment and Selection.** Cohort openings will be announced through AASP emails and social media. The announcements will be designed to encourage application. Cohorts will be selected based on a nomination process where individuals may self-nominate or be nominated by a colleague.

Graduate program coordinators will be encouraged to nominate current and recent graduate students. Current AASP leadership will be encouraged to nominate professionals at various career stages. We want to utilize the “power of the invitation to serve” while balancing this with ensuring that each AASP member has an opportunity to become involved, even those who may not be well networked. Application to the Leadership Academy should be promoted through AASP email and social media, at AASP Regional Conferences, the IGNITE Program, the WE Lead program, and through AASP SIGs.

Nominations will open in July each year and cohort members will be selected by September 1 each year. In a given year, the number of cohorts in each stratum and the number of individuals in a cohort will be determined based on logistics such as the availability of mentors to lead a cohort. Graduating cohorts and new cohorts will be announced in plenary sessions at the conference to recognize these individuals and to grow interest in the Leadership Academy.

**[Need: (1) application form for nominating LA candidates – a statement of interest should be part of the application rather than letter(s) of recommendation; applicants will be required to be a current/active AASP member during the application year and the cohort year; (2) how to define and then recognize successful completion of the Academy - certificate, lapel pin, plaque, etc.]**

**Cohort Mentors.** Each cohort will be assigned at least one mentor (one mentor for every 10 to 12 cohort members) who will organize cohort meetings/trainings and assist in scheduling to ensure the cohort is exposed to the designated curriculum for the relevant career stage. Cohorts will meet 6 to 9 times a year to discuss assigned readings or videos, to attend a live webinar, to have a guest speaker, or to have discussions on topics identified by the cohort or mentor. There should be some flexibility to accommodate the needs and goals of each cohort/member at different career levels. Mentors and cohort members will meet shortly after the annual conference to determine which curriculum topics best meet the needs of that cohort. Mentors

can be expected to spend approximately three hours a month to fulfill their role. **[Need: Guidelines for mentor selection (requirements, application process) and mentor responsibilities; call for LA mentors]**

Mentors will be individuals with leadership or mentoring experience within AASP and likely in other organizations, as well. As such, mentors will not be required to complete specific training to serve as a mentor. However, guidelines will be developed that spell out the mentor's role and obligations in terms of coordinating cohort meetings and discussions. Mentors are not supervisors; cohort members are responsible for attending training and cohort meetings, and completing other assignments. Mentors will be selected by the Leadership Academy Committee and will serve on a volunteer basis. Mentors also may develop curriculum modules.

**Leadership Academy Cohort Conference Event.** There will be a special Leadership Academy event at the annual conference to introduce new cohort members to each other and to recognize those completing their Leadership Academy year. This event will help to build connections within the cohort and to network with others interested in AASP Leadership. (This could be a Leadership Academy reception, potentially Thursday from 4:00-5:00 (which is open except for the Grad Program/Career Fair. Posters start at 5:30) **[Need: budget for this; finding time on conference schedule.]**

## Curriculum

The curriculum is designed to develop the skills needed to serve in AASP leadership positions. However, it is likely the skills targeted in the Leadership Academy would transfer to other leadership positions in other organizations.

**[Need: the curriculum course content will need to be developed. Once developed, these modules should be available to other mentors and cohort members in the LA Resource Library.]**

## Identifying Leadership Skills

**Committee Chair Skills.** Current AASP Committee Chairs<sup>1</sup> were surveyed to determine which basic leadership skills were required for effective performance in their position as well as any committee specific skills required. Twenty-two out of 27 Chairs responded, identifying 194 skills. The specific skills identified in this survey are in Appendix A and summarized below.

Organization skills (33) and communication skills (31) were the most frequently identified skills, followed closely by group and team dynamic skills (27). Decision-making skills (17), knowledge of AASP (11), DEIBJ (10), delegating (10), and having a shared purpose/goal (10) were mentioned somewhat less frequently. These were followed by effective meetings (8), research/data skills (8), and networking (7). Although mentioned less frequently, innovation/creativity (5), marketing/outreach/recruitment (5), budgeting (2), and technology (2) still may be important skills for some leaders. The category of other personal characteristics/abilities contains a total of 35 skills that were mentioned less frequently.

Relatively few (15) committee-specific skills were identified and most of these were learned on-the-job as a committee member prior to becoming chair.

**Executive Board Skills.** Current AASP Executive Board (EB) members were surveyed to determine which leadership skills were required for effective performance in their position. Nine of 14 EB members responded, identifying 117 skills. The specific skills identified in this survey are in Appendix B and are summarized below.

Interpersonal skills (21) and communication skills (20) were the most frequently identified skills. Management skills (13), decision-making/problem solving skills (11), organization skills (11), and planning (9) were the next most frequently identified skills. DEIBJ (7), knowledge of AASP (6), and technical skills (1) were mentioned less frequently. The category of other personal characteristics/abilities contains a total of 18 skills.

The skills identified by AASP Committee Chairs and EB should be an important source of data for identifying curriculum needs. Note that the categories used to group skills for committee chairs and EB members differed somewhat. Interpersonal skills were the top skill identified by EB members and not specifically identified by committee chairs, although some group and team dynamic skills could be considered to be interpersonal skills. Some EB members identified somewhat more complex skills in some of the categories common to both committee chairs and EB members. See Appendices A and B for specific skills identified in each category. Other content topics not included in these lists also may be identified (e.g., ethics).

Note: The AASP Advocacy Committee is in the process of developing training modules on DEIBJ topics that will be available to AASP leaders. These modules should be made available to LA members and placed in the Leadership Resource Library (as well as housed elsewhere on the AASP website).

Note: Potential topics identified by the LA Task Force prior to the Committee Chair survey included leadership skills such as visioning, cultural intelligence, and innovation as well as management skills such as communication, organization, emotional intelligence, problem-solving, decision-making (with in committee and through AASP channels), delegation, running an effective meetings; DEIBJ, AASP history, non-profit leadership, managing volunteers, public speaking, media training, budget management and decisions, working with a management team, marketing non-profit organizations, project management, and conflict resolution.

**[Need: which skills should be included across cohorts; which for different cohorts]**

### **Curriculum Development.**

Curriculum module development will carry a small stipend. To earn the stipend, the module and accompanying materials must be recorded electronically and deposited in the Leadership Academy Resource Library. Required materials include downloadable slides for the module using the AASP Leadership Academy template, learning objectives, discussion items with response keys for cohort mentors, applied exercises that illustrate how to implement the lesson in practice, and a reference list (with URLs) of additional readings on the topic. Stipend rates for

modules will be \$200 for a 45-minute to hour-long tutorial and \$350 for a 90-minute to two-hour tutorial. Stipends are paid only after all materials are completed and transferred to the Leadership Academy Resource Library. Proposed tutorials will be approved by the Leadership Academy Committee.

Proposed webinars will be submitted to the Webinar/Virtual Conference Committee. The Webinar/Virtual Conference Committee criteria for acceptance will apply to LA webinars.

Shorter (5- to 30-minute) video tutorials will be developed on a volunteer basis. These tutorials require approval by the Leadership Academy Committee and will be housed in the LA Resources Library.

**Curriculum Delivery.** Curriculum will be delivered through a variety of formats including recorded webinars, instructional videos with short topics (5-10 mins) or more in-depth topics (20-30 minutes), longer (45 minutes to two hours) tutorials, session(s) at the annual conference, etc. Mini-courses on special topics might be offered outside of the cohort structure. Webinars could address topics that could be covered in one to three hours. One annual conference session, approved by the Leadership Academy Committee, will be granted a slot in the conference program. Other proposals for annual conference sessions will be submitted through the regular conference submission process.

Live webinars developed specifically for the LA will be reserved for active Leadership Academy cohorts. These webinars may carry a fee for individual cohort members unless budgeted in the annual LA budget. When appropriate, CEUs will be awarded for attending a live webinar. Recordings of these webinars will become part of the Leadership Academy Resource Library and will be available to all AASP members at no charge. However, if the webinar was approved for CEU, members wishing to earn CEUs for viewing the webinar will be assessed a fee.

**Continuing Education (CE) Credit.** Any webinar that is to be offered for Continuing Education (CE) credit will be required to go through the AASP Continuing Education Committee for approval. Webinars that are targeted for pre-approved CMPC CE will have to be submitted for approval by the AASP Certification Council for this purpose. It should be noted that only current CMPCs are eligible for CE credit toward CMPC® recertification. That is, individuals in the process of applying for CMPC® cannot earn CMPC® CE credits until after they achieve the CMPC® credential.

## **Leadership Academy Committee (LAC)**

The Leadership Academy Committee will be a permanent AASP committee and will comprise a chair and six to nine members. All Leadership Committee positions will be filled on a volunteer basis by AASP members. Open calls will be made to the membership when vacancies occur. The LAC will review applications to the committee and make a recommendation to the AASP president for appointment. Members will serve a 3-year renewable term, with a limit of two consecutive terms. An effort should be made to ensure the terms of committee members are staggered such that no more than three members will rotate off the committee in a given year.

The inaugural LAC members will be selected from applicants by the AASP Presidential Trio and the Membership Services Division Head.

**LAC Chair** is responsible for general oversight of committee roles and responsibilities. The LAC Chair will provide overarching coordination to the other committee members and direction for the LA - much like the Certification Council Chair coordinates between the Exam Development Chair, the Application Review Chair, and the Recertification Chair. Typically, the LAC Chair will be selected from experienced LAC committee members. The LAC will make a recommendation to the AASP president for appointment of the LAC Chair.

**The Leadership Academy Curriculum Lead** has the primary responsibility for ensuring the LA curriculum is developed and delivered by recruiting individuals to develop modules in a variety of formats and ensuring the curriculum is developed. The Curriculum Lead will lead the committee in determining which proposed curriculum modules will be approved. The Curriculum Lead will work closely with HP staff (Membership Coordinator) and the chairs of the AASP Webinar/Virtual Conference Committee.

**Leadership Academy Cohort Lead** is in charge of facilitating the publicity of Leadership Academy cohort applications, soliciting applications, reviewing applications, and selecting cohorts. The Cohort Lead will work with HP staff (Membership Coordinator) to ensure announcements are made at appropriate times for cohort applications. Once applications are received, the Cohort Lead will lead the LAC in selecting cohort members. This role is analogous to that of AASP and AASP Foundation Award Committee Chairs.

**Leadership Mentor Lead** is in charge of recruiting and assigning mentors to cohorts. The Mentor Lead will work with HP staff (Membership Coordinator) to ensure announcements are made at appropriate times for mentor applications. Once applications are received, the Mentor Lead will lead the LAC in selecting cohort mentors. The Mentor Lead will help facilitate and support the cohort mentors in their role during the cohort year (e.g., assisting in identifying relevant resources, responding to inquiries, etc.).

**Leadership Academy Resource Library Lead** is in charge of facilitating the acquisition and organization of resources in the library. The LARL Lead will play a large role in ensuring curriculum developed for the LA is preserved in the library and will work closely with the Curriculum Lead. The LRL Lead will lead the approval by the LAC of recommended public access videos and publications for inclusion in the Leadership Resource Library. The LRL Lead will work closely with HP staff (Membership Coordinator) and the chairs of the AASP Webinar/Virtual Conference Committee.

**LA Committee Members.** Three to four additional committee members will work to support the above defined roles. One of these members also should be a member or chair of the NLDC.

**Proposed Annual Budget (~ \$10,000) (two cohorts of ~10 individuals)**

Curriculum Module Development - First year (\$3500)/Continuing annual budget (\$2500)

Webinar development/delivery (\$1800) (webinar presenters \$300 each/2 per webinar; 3 webinars)

Annual Conference Event (\$3000) (roughly \$100 per person for one glass of wine, hors d'oeuvres, cheese)

Recognition of completion of Academy (certificate, pin, plaque, etc.) (\$500 - \$1000) (\$50-\$75 per plaque)

Discounted Annual Conference Fees for Cohort Members (i.e., Student Rate)

**[Need to determine if the additional HP staff responsibilities will require a budget line. If so, this will add to the annual budget. More HP staff time will be required during the initial establishment of the LA Resource Library]**



**APPENDIX A**  
**Results of the AASP Committee Chair Survey of Needed Leadership Skills**

<b>Category and Specific Skills Identified by AASP Committee Chairs</b>
Note: Categories are listed in descending frequency. Specific skills within a category are alphabetized.
<b>Organization (33)</b>
Ability to organize and create outlines and schedules
Adhering to deadlines
Attention to detail (2)
Efficiency
Managing emails
Organization - tasks, timelines, data, people, etc.
Organization (organizing meetings, organizing FRC ratings) (2)
Organizational skills (15)
Strong organizational and follow through skills especially on stated deadlines
Time management (7)
Time to task completion
<b>Communication (31)</b>
Ability to communicate effectively in both oral and written forms (4)
Ability to communicate with other professionals via technology
Active listening (4)
Communicating in a way that keeps members informed and engaged
Communication Skills (10)
Communication (with potential applicants, FRC committee members, and AASP leadership) (2)
Effective communication with diverse professionals (within committee and through AASP channels)
Empower open non-judgmental communication so all feel free to express their thoughts
Friendly straightforward communication with committee members, EB and executive office
Personalized communication
Proactive communication

Proficient in writing, APA style, and field knowledge
Proficient writing skills – grammar, vocabulary, etc.
Providing feedback in a meaningful and appropriate way
Thoughtful, straightforward communication
<b>Group and Team Dynamics (27)</b>
Ability to involve, empower committee members (2)
Agree to disagree and allow spirited debate when necessary
Avoid group think by having most votes directed to the chair not the group
Capability to practice boundaries in personal relations with potential award applicants and other committee members
Conflict resolution (4)
Emotional intelligence
Empowerment: Giving volunteers autonomy and ownership over their work and contributions.
Facilitating is more important than directing the committee. A committee has multiple members with multiple ideas. The chair isn't the only person with ideas, thoughts, and valuable input. It's on the chair to facilitate a space for ALL members to feel comfortable and confident sharing information and challenging ideas.
Individualized consideration: Recognizing and developing the unique potential of each volunteer.
Inspirational motivation: Articulating a compelling vision that resonates with volunteers' values and aspirations.
Interpersonal skills
Managing and motivating volunteers/committee members
Managing people- holding them accountable when necessary
People management (managing committee members / volunteers) (4)
Promote committee cohesion as possible
Providing both autonomy and structure to committee members
Recognizing when you're taking up too much space in conversations
Servant leadership

Showing appreciation for and celebrating committee members for personal wins and committee achievements
Understand member personalities, communication styles and biases and how it affects decision making and how they want to receive feedback
<b>Decision Making/Problem Solving (17)</b>
Decision making (10)
Decision-leading and -making within the committee (2)
Independent problem solving
Problem-solving (2)
Strategic planning for initiatives
Transparency in decision making within the committee
<b>Knowledge of AASP (11)</b>
AASP history, organizational structure, communication channels, knowledge of CMPC recertification, etc.
Collaboration with the Emilys to get needs met (e.g., space, swag)
Commitment to the organization
Communicate with proper channels i.e. Executive Director, Board liaison and or Board directly as appropriate
Communication with AASP
Contextual intelligence in AASP and the profession
History of AA(A)SP
Long term knowledge of (and membership with) the organization, its mission, objectives, and members (of the chair and committee members) (2)
Working with a management team (2)
<b>DEIBJ (10)</b>
(Cultural and intellectual) humility
Cultural competence (2)
DEIBJ and cultural intelligence (2)
DEIBJ knowledge and awareness - and utilization in decision making

Multicultural sense, understanding and acceptance (2)
Openness and acceptance towards DEIBJ
Understanding DEIBJ
<b>Delegating (10)</b>
Delegating (7)
Delegating tasks to committee members
Identifying motivated committee members who can assume responsibility
Strong delegation skills to engage and empower the committee members
<b>Shared Purpose/Goals (10)</b>
Commitment to the goals of the committee
Establishing and working towards committee goals
Goal setting and strategic planning
Goal setting and tracking
Have a clear vision and goals for the committee
Identifying themes during meetings to identify new ideas
Intellectual stimulation: Encouraging creative problem-solving and innovative approaches to challenges.
Passion for the committee's purpose
Setting clear roles and expectations
Visioning
<b>Effective Meetings (8)</b>
Being able to run an effective meeting (especially over zoom)
Conduct meetings effectively and be agenda focused unless deviation is helpful to the task/process at hand
Organization of meetings and agenda items
Promote discussions on appropriate topics
Running an effective meeting (2)
Running effective meetings - including brainstorming, decision making, engagement, delegation
Set limits on topic discussions when appropriate

<b>Research/Data Skills (8)</b>
Analysis of ideas and concepts
Ethical practice/management of data
Experience/skills in sport and performance psychology research and practice
Proficient in reading and understanding research
Research skills
Research-related skills (critical thinking, analysis)
Synthesizing, analyzing, and responding to feedback / data
Where possible use research and/or data to support decision making
<b>Networking (7)</b>
Having a good relationship with the previous chair and having them as a resource
Networking
Networking and building relationships
Networking with people in the field – researching specialty areas
Prior/positive professional relationships (2)
Utilizing my international network / networking communication
<b>Innovation/Creativity (5)</b>
Creativity
Innovation (4)
<b>Marketing/Outreach/Recruitment (5)</b>
Comfort to solicit applicants, reach out to non-acquaintances
Marketing decisions (2)
Networking to identify and recruit potential speakers
Volunteer recruitment and retention
<b>Budget (2)</b>
Budgeting - how to create a budget to submit to Eboard for projects or other
Preparing budget for committee activity, project, or event to submit to Eboard
<b>Technology (2)</b>

Technology skills (For example for the Hospitality Committee - we created a flyer for the new members; I didn't have this particular skill - someone else on the committee had experience with designing flyers so I sent them the information to put in the flyer.)
Using already established tools to help with efficiency (doodle for finding meeting time availability and google docs for collaboration between meetings)
<b>Other Personal Characteristics/Abilities (35)</b>
Ability to build rapport effectively and efficiently
Adaptability
Authenticity and genuineness
Be open to feedback and adopt a growth mindset to the committee process
Committing to learning and leaning on others' expertise
Considerate
Content knowledge and experience to support the committee's purpose
Critical thinking (3)
Curiosity to learn how things are done and can be improved (2)
Empathy (2)
Forward thinking
Growth mindset
Idealized influence: Serving as a role model and embodying the values and mission of the organization.
Independent learning (2)
Leadership skills (2)
Leading with humility
Patience and flexibility (there are various instances when grace has to be given to committee members) (3)
Personal integrity
Project management
Reflective (2)
Responsiveness

Self-awareness and particularly of own biases and blind spots (2)
Systems Thinking
Task oriented
Willingness to try new approaches
<b>Skills Specific to a Given Committee (15)</b>
Applied Consulting Experience
Budget Management
Developing webinar/virtual conference topics while keeping a variety of criteria in mind (e.g., DEIBJ, feedback from past W/VC attendees, CMPC recertification CE areas, expertise, utilizing a variety of speakers, topics already covered, etc.)
Editorial and writing skills
Fundraising experience
Higher Education Program Accreditation
Knowledge of AASP social media guidelines
Knowledge of trademark usage
Moderation skills (for facilitating webinars/virtual conferences)
Policy Development
Public speaking
Student-interaction
Student-interaction (e.g., student reps)
Teaching Experience
Understanding of social media platforms

**APPENDIX B**  
**Results of the AASP Executive Board Member**  
**Survey of Needed Leadership Skills**

<b>Category and Specific Skills Identified by AASP Executive Board Members</b>
Note: Categories are listed in descending frequency. Specific skills within a category are alphabetized.
<b>Interpersonal Skills (21)</b>
Ability to maintain perspective when discussions or interpersonal interactions become heated
Collaboration (work very closely with HP Meeting Manager and the CPC)
Conflict resolution (2)
Confrontation and problem solving
Dealing with difficult personalities
Demonstrating empathy
Emotional intelligence (4)
Empathy (how to read where other people are coming from when upset and respond in an empathetic way) (2)
Encouraging and supporting committee chairs and members when morale is low
Interpersonal skills to deal with difficult people
Networking
Observation
Rapport-Building
Relationship building
Relationship building/empathy
Validating concerns of others
<b>Communication Skills (20)</b>
Active listening (2)
Asking for feedback
Assertive communication (clear, concise, confident) (2)
Assertiveness
Being able to remain present and listen to the opinions and feedback from others
Communication (4)
Communication (responding promptly, even if to say will respond once an answer is found)
Communication, both in-person and via email
Creating content (occasionally)
Effective email communication
Interpersonal communication skills
Mindfully crafting emails, discussions/thoughts, and other forms of communication
Public speaking



Responding to emails in a timely fashion from EBoard, committee chairs, members inquiring about DEIBJ committees, HP
Technical writing skills
<b>Management Skills (13)</b>
Ability to simultaneously manage multiple projects
Ability to triage responsibilities and to take care of little asks quickly
Attending meetings and programs
Delegation
Management skills to ensure follow up and follow through to completion of tasks being performed by multiple individuals
Managing volunteers (2)
Preparing for meetings Eboard, committee chairs quarterly meeting. Maintaining records of meetings
Recognizing and developing or supporting leadership potential in others
Reviewing reports and budgets for submission
Running an Effective Meeting
Supervision/Delegation of Tasks
Team management
<b>Decision Making/Problem Solving (11)</b>
Compromising
Decision making skills – when there are multiple perspectives and a decision must be made
Decision-making (2)
Decisiveness (2)
Mediation
Negotiation (2)
Openness to ideas
Problem-solving (how can you make that vision possible with a very limited budget)
<b>Organization (11)</b>
Connecting individuals (e.g., warm hand off between a student initiative chair and committee chair)
Coordinating quarterly DEIBJ chair meetings, coordinating programming for the year with committee chairs
Coordination
Efficient work processes
Keeping track of due dates for each committee, and myself
Keeping track of programs
Organization skills (4)
Organization (balancing emails and questions from multiple spaces)
<b>Planning (9)</b>
Goal Setting
Planning
Prioritization

Strategic Planning (2)
Time management
Visioning (2)
Visioning (where do you see the conference going in the future)
<b>DEIBJ (7)</b>
Advocacy (2)
Advocating for others, and advocating for justice.
Community building
Cultural intelligence (2)
DEIBJ and cultural intelligence (this should continue being an important part of all components of conference planning)
<b>Knowledge of AASP (6)</b>
AASP history: primarily
Communication with HP
Knowledge of AASP committee structure and workings
Knowledge of AASP Policies and Bylaws
Knowledge of AASP staff – who helps with which tasks, committees, etc. (staff webpage is helpful)
Knowledge of how decisions are made following AASP structure and protocol
<b>Technical Skills (1)</b>
Excel
<b>Personal Characteristics (18)</b>
Authentic leadership
Comfort with ambiguity (2)
Critical thinking
Leadership agility
Leading with a moral compass
Learning/adaptability skills
Mapping
Open minded
Patience (3)
Perspective taking
Resourcefulness
Self-awareness
Servitude
Synthesizing
Values-aligned action

[1] A description of the responsibilities of each AASP committee may be found here: <https://appliedsportpsych.org/about-the-association-for-applied-sport-psychology/aasp-committees/>