

## **ABSTRACT**

Ericksen, Danielle. AN INVESTIGATION INTO THE EFFECTIVENESS OF A TRAINING PROGRAM ON STUDENT SUPERVISOR'S SELF CONFIDENCE. (Under the direction of Dr. Larry Gustke)

The purpose of this study was to investigate whether a training program was effective on a student supervisor's self-confidence in necessary job related skills. The student supervisors who participated in this study were employees at the NC State University's Carmichael Gym. The foci of the training program were emergency procedures, conflict management and leadership skills.

It was hypothesized that the training program would have a positive effect, such that the student supervisor's self-confidence would increase. Data was collected through a pre and post-test survey. The training program consisted of one-day leadership training, conflict discussions, leadership surveys and discussions, and randomized emergency procedure drills.

The data was analyzed with a student t test, Wilcoxin ranked sign test, and through graphical analysis. The analysis showed a clear positive outcome in emergency procedures. Conflict management and leadership skills showed a decrease in scores, though not enough for it to be statistically significant. Future programs should focus on one section, such as emergency procedures, and emphasize the importance of it.

AN INVESTIGATION INTO THE EFFECTIVENESS OF A TRAINING PROGRAM  
ON STUDENT SUPERVISOR'S SELF CONFIDENCE.

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## **BIOGRAPHY**

While pursuing a bachelor of science at the University of North Carolina at Greensboro, Danielle Ericksen found her love for Campus Recreation. After a year of outside work experience she decided to pursue a master of science to be able to continue in the field of campus recreation. While working on her masters Danielle was lucky enough to gain an assistantship with Carmichael Facilities and Operations. Through her assistantship she learned many valuable lessons to take with her into the field of recreational sports. She is currently planning a wedding and moving to Florida with the hopes of finding a position in the recreation field.

## ACKNOWLEDGEMENTS

Writing a thesis is a project that requires a great deal of help. It is now that I wish to acknowledge all that have been involved in this project.

First I wish to thank Dr. Gustke for keeping me organized and for his consistent encouragement. He has given me the skills needed to finish this project and the knowledge to understand what I was writing. Most of all I thank you for being patient with my writing. To Dr. Wade, a big thank you for getting me started on my research and for being there for advice and encouragement. Dr. Peel, I thank you for being a part of my committee and for being so excited about the research being done.

Dawn Sanner and Rich Bricker, the crew from Carmichael Gym, a huge thank you for helping me develop the research idea and for pushing me on it even when I'd rather be working. Thanks for all the support and help. To the rest of the Carmichael crew, the student supervisors, I thank you for participating in the study. It was because of them that the research was developed, and after learning the results I would do it again in a heartbeat! You guys kept me on my toes and taught me many lessons.

To my parents, family and friends, this thesis could not have happened without your support, thoughts, and prayers. Your consistent encouragement reminded me of why I was doing this thesis.

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## **Chapter 1**

### **Introduction**

Health and fitness have become an integral part of the daily activities of college students and university campuses. It is estimated that 11 million college students participate in health and fitness activities across the United States and that there are 695 college and university recreation sports programs nationwide (NIRSA History, [www.nirsa.org/about/cd\\_history/history.htm](http://www.nirsa.org/about/cd_history/history.htm)). These programs and associated activities provide students not only a means to exercise and socialize, but also a way to relieve stress and gain self-esteem.

Recreational sports programs have grown because of students. As student enrollment has grown from 13.8 million in 1990 to 15.3 million in 2000 nationwide, campus recreation programs have grown to meet the increased demands for recreational sports, health, and fitness activities (NCES Fast Facts, [Http://nces.ed.gov/fastfacts/display.asp?d=98](http://nces.ed.gov/fastfacts/display.asp?d=98)). The demand for facilities and recreational sports professionals to staff and manage programs has also increased. These campus recreation professionals have expanded their ability to provide programs and activities by hiring and training students to function as student supervisors, facility monitors, weight room monitors, group fitness instructors, and intramural/club sports supervisors.

These student employees are “responsible for the direct supervision of participants and activities in a recreation facility” (Cosky, 1994). They lead the student staff, mediate any conflicts that may arise and are the first responders to any accidents or injuries. Their diverse responsibilities require a knowledge and self-confidence in that knowledge that allows them to effectively manage and respond to situations.

It is necessary for student supervisors to go through extensive training so that they know how to deal with all situations that may arise. Typically, once a student supervisor is trained in policies and facility usage and is certified in Standard First Aid with Automated External Defibrillator (AED), they do not receive any other training for either a full year or until the beginning of the next semester. There is typically a full or one-half day of supervisor training at the beginning of each semester, which includes a review of emergency procedures and leadership skills.

Due to a large amount of important information being presented during these trainings, the review of emergency procedures may only take a small portion of the time and the leadership skills could be just an icebreaker at the beginning of the day. It may be difficult for the student supervisor to comprehend and feel confident with all of the information. With a semester between each training session, a supervisor's confidence in the required duties, such as emergency procedures and conflict management, can decline. It is the hope of campus recreation professionals that a semester long training program will enhance student supervisor's confidence.

### **Purpose of Study**

The purpose of this study was to determine how effective a semester long training program is to a student supervisor's self-confidence in emergency procedures, conflict management, and leadership skills. This is necessary because of the work and responsibilities that student supervisors have. A campus recreation professional places a great deal of trust in the student supervisors to run the daily activities in their absence. The training program is designed to reinforce the correct behaviors that a director of recreational sports is looking for in their employees. During these training programs a

supervisor will learn and relearn how to handle any and all adverse situations.

Recreational sport professionals felt it was essential to the quality of the program at North Carolina State University to ensure that the student supervisor staff was confident in handling any situation that would arise.

The study objectives were to determine if training influences student supervisor confidence in emergency procedures, conflict management, and leadership skills in a recreation sport setting and whether such training should be implemented in orientation and supervisor training. Results from this study are important to gain knowledge about what makes a quality student supervisor and what professionals may gain from implementing a similar supervisor training program for their student employees. Specifically, the research problem investigated was to determine how effective a training program is to a student supervisor's self-confidence in emergency procedures, conflict management, and leadership skills.

### **Organization of Thesis**

This thesis is divided into five chapters. The first describes the importance of a recreation program, how invaluable the student employees are to these programs and a statement of the research problem. The second chapter reviews current and past literature on self-confidence and training programs. The third chapter describes the methods of the study, specifically how the data were collected. The fourth chapter reports the results of the study. The last chapter draws conclusions from the study results and suggests recommendations for future research.

## **Definition of Terms**

There are specialized terms used in this thesis. To facilitate reading and understanding they are defined below.

**Student Supervisor-** A student employed with a university or college recreational sports program that is in charge of a facility and the other student employees in that facility.

This student also acts as a first responder to any injuries, reconciles any conflicts between patrons, and manages other students on staff.

**Recreational Sports Program-** A program set up on university and college campuses to give the students, faculty and staff activities through sports and fitness. This is done by participating in intramural sports, group fitness, club sports or by individual workouts.

## **Chapter 2**

### **Introduction to Relevant Literature**

The following chapter consists of a review of relevant literature related to self-confidence and training programs.

#### **Self Confidence**

A student working in recreational sports programs must start out by being led by others such as a student supervisor. For a student to qualify for a supervisor position, they must possess quality leadership skills. In an article written by Barry Sheehy, he addresses the qualities that make up a great leader and why those qualities are so important (Sheehy, 1993). According to Sheehy, these qualities include: the ability to make tough decisions, to stay calm in the midst of crisis, integrity, the ability to communicate their message, poise, and confidence (Sheehy, 1993).

Sheehy further describes each of the above-mentioned qualities. Sheehy states that being confident means that “there is no room for hesitancy or half measures”. This confidence when paired with poise means that if a leader has any doubts they don’t show it, and that they “act as if their strategy will succeed” (Sheehy, 1993).

In a thesis by Cook, resident advisors participated in a training program. Cook divided resident advisors into a control group and an experimental group. The control group participated in an “in house” training program that is conducted yearly during the four days before students return for the fall semester (Cook, 1980). This consisted of learning about the campus, the agencies on campus, the discipline system, and safety and fire drills. The experimental group participated in a three-day outdoor adventure-training program, which consisted of “caving, swimming, and group problem solving tasks”

(Cook, 1980). The experimental group spent the first of four days on campus as an orientation day and the second day they went to Watts Lodge in the Tussey Mountain Range, where the rest of their training took place. During their time at the retreat, the experimental group was split into five groups and took part in activities. These activities included setting up living conditions, preparing meals for the entire group, caving, swimming activities, and restoring playing areas. Each activity was set up so that the group was placed in a stressful situation, such as being dropped off at the foot of the mountain and each group having to find a predetermined campsite. The training program was designed to simulate an Outward Bound challenge. Outward Bound strives to “place students in a variety of physically safe but stressful situations” (Cook, 1980). The desired outcome of the program was for a student to “accomplish more than they believed possible and, as a result, gain in self-confidence” (Cook, 1980).

Resident Advisors are similar to student supervisors, except they are directly responsible for the students in resident halls rather than patrons in a facility. They have responsibilities to many people, and as Cook describes, “a special kind of person is needed who can successfully handle the variety of responsibilities, while maintaining a personally successful and rewarding university program of study” (Cook, 1980). The main purpose of Cook’s study was to determine if the three-day Outward Bound training program had an effect on a resident advisor’s group-cohesiveness and self-confidence.

Cook found that self-confidence in a supervisory position is important to understand. Self-confidence in a supervisory position can be defined as: “assurance, trust or certainty in one’s self or in one’s own abilities in a variety of situations in which an individual must be in charge or must be responsible for making decisions” (Cook, 1980).

A scale, developed by Vegega, was used to measure supervisory self-confidence. A second scale was used to determine group cohesiveness and to determine if the training program affected the amount of cohesiveness.

During the orientation day both groups were given two surveys, a group environment scale to measure group cohesiveness, and a supervisory self-confidence scale. At the end of the four-day trainings both groups took a post-test, and after eleven weeks they retook the post-test. Cook found that the experimental group had a significant increase in group-cohesiveness when compared to the control group, but that there was no significant difference in self- confidence between resident advisors who participated in the Outward Bound type program and a control group who participated in an 'in house' program.

Vegega's scale, referred to above, determined an individual's self-confidence in a supervisory position. The scale was used to determine if an individual's self-confidence affected "one's ability to perform the task at hand" (Vegega, 1980). In Vegega's study, a group of undergraduate students were separated into males and females and were administered a series of tests. These tests included individual activities and activities in which the students acted as a supervisor for a group of ten males. Vegega found that there was a significant correlation between self-confidence and supervisory interaction.

Carley and LaVan also studied confidence and knowledge. In their study, 53 college students, enrolled in a one-quarter college-level seminar for personnel administration, were given a pre and post seminar questionnaire (Carley and LaVan, 1984). The questionnaire measured the knowledge and confidence that the students had on entrance to and exit from the seminar. The course focused on personnel

administration, specifically topics or challenges that human resource managers would face in real world situations. Carley and LaVan found that the course increased the student's confidence in knowledge, while only some of their knowledge scores increased (Carley and LaVan, 1984). The authors found that experiential learning is one of the most effective ways to learn. This is because a person can gain experience in using the knowledge they already have, and thus has more confidence in using the knowledge in real work experiences.

Self-efficacy, which is a concept similar to self-confidence, has been researched relative to job performance. Self-efficacy "refers to individuals' judgments of their capabilities to execute action required to attain certain levels of performance. It is concerned not with the skills one has but with the judgments of what one can do with whatever skills one possesses" (Bandura, 1986). In a study conducted by Orpen, the impact of self-efficacy was compared to the effectiveness of employee training. One hundred and eighteen subjects were tested on a self-efficacy scale that "assessed the extent of their generalized confidence in their own ability to do their job effectively" (Orpen, 1999). Orpen found that among the subjects tested, those who held a position where more self-efficacy was needed, there was an improved performance over those who held a position where self-efficacy was not essential for effective performance (Orpen, 1999).

According to Orpen, self-efficacy is important to study because it reflects individual's skills and whether or not the individual believes they can use the skills to reach a goal. Orpen concludes that training programs should be mediated by self-efficacy, or that to have an effective training program it must be based around the needs

of the job (Orpen, 1999). From Orpen's findings, a training program should be based on the needs of the position, so if a position requires a high level of self-efficacy then the training for that position should include projects to help the trainee develop more self-efficacy.

### **Training Programs**

A training program "can build a sense of community in the organization by boosting self-confidence, self-esteem and a feeling of camaraderie" (Hall and Tall, 1998). According to Hall and Tall a training program is a tool used by an organization to reach and succeed its goals. The training program has to be effective for it to be worthwhile to the organization.

One way for a training program to be effective for all staff members, according to Hall and Tall is for it to engage all senses, otherwise known as experiential learning (Hall and Tall, 1998). Experiential learning is effective because it uses real life approaches. In order for the learning to be effective it "stimulates a particular process or activity in order to reinforce new skills or knowledge by using them in a real life environment" (Hall and Tall, 1998).

Another way for a training program to be effective is to develop training based on the needs of those being trained. If everyone in a group knows everything about the organization, then what is the need in having a training program? To answer this question, Hazucha and Holt decided that the first step in planning a training program is to gather data (Hazucha and Holt, 1991). The data should give the strengths and weaknesses for all who are to be involved in the program (Hazucha and Holt, 1991). It also gives the opportunity to compare later scores to the original results (Hazucha and

Holt, 1991). The data gathering can be done by a self-assessment or feedback from co-workers.

In a study conducted by Matthias, a training program was set up to foster a community spirit among resident advisors to improve the dormitory environment for Rincon Hall. The program included seven-day in service training, which included a three-day retreat. During the training the resident advisors met with representatives from an economic opportunity program, financial aid, student activities, student health, college deans and president (Matthias, 1974). During the year, the resident advisors were required to read articles and books from a reading list and to review their resident advisor manual. They also attended weekly meetings structured to enhance the group atmosphere and then were given self-evaluations midway through the semester.

### **Summary-Relevant Literature and This Study**

Self-confidence is the most important quality for each student supervisor to possess. Student supervisors face many challenges associated with their responsibilities. As Sheehy states “a great leader will act as if their strategy will succeed”, or to act as if they know everything about what they are doing. A student supervisor may come across a person who has broken an arm and even though the supervisor may not recall the proper procedure in that situation, they must act confident to keep the victim calm. If a fire drill occurs, the supervisor must know exactly what directions to give their staff to be effective and efficient. Being calm and showing confidence is a quality that they must possess.

Cook’s definition of self-confidence fits best in this study since is based on a supervisory position. The student supervisors at a campus recreation facility must

manage a facility and other team members during every shift. For a student to succeed at this position they must be self confident in every aspect of the position. They must make correct decisions, and must also trust their ability to respond to many diverse situations.

Following the direction set by the research cited previously, a survey instrument and procedures were developed. While developing the survey for the student supervisors, it was very important to realize that while the student supervisor may know which skills they should use, they may not have confidence in using those skills. For the training program to be effective it was based on what areas in which they need more confidence. This ensured that they would have a higher level of self-confidence in their self-acclaimed weaker areas after the program was over.

One of the most important procedures that this study included was emergency procedures. The student supervisors are required to have CPR training yearly, as certification only lasts one year. This training takes place in a three-hour class and includes video and practical learning. Following the class they are expected to remember how to perform each detail of every procedure for a full year. To be effective, the student supervisor training program used real life situations to reinforce skills and knowledge, just as Hall and Tall stated on effective training programs. Randomized drills were set up with volunteer victims who acted out emergency scenarios.

Similar to Hazucha and Holt a self-assessment, or pre-test was administered. The pre-test survey had three sections and asked the student supervisors to score themselves based on declared self-confidence for each question in the section. The scores from the pre-test provided baseline information on what needed to be covered in order for the training program to be effective.

LaVan and Carley's course allowed students to be able to repeat and use the techniques taught them so they would know how to use them when at work. This is similar to the study conducted at the Carmichael Complex on student supervisors, since each student supervisor was drilled and critiqued on emergency procedures. This helped the student supervisor to know the expectations of the professional staff for the handling of each emergency and how they could improve their skills.

The training program conducted by Cook had resident advisors participate in an 'in house' fall training similar to training that the student supervisors went through before work started in the fall. For the student supervisors at Carmichael Complex, a one-day training course was provided for them to learn leadership skills and develop as a team. The first part of the day consisted of the leadership skills while the second part consisted of orientation and new procedures. Overall the day of training gave the student supervisors a chance to come together as a team and learn how to work well with each other.

Weekly meetings were conducted, similar to those used by Matthias, to gain a sense of community among the supervisors. These meetings also provided an opportunity to review each drill, discuss how the student supervisor handled the situation and how to improve their performance. These meetings allowed a structured time for each supervisor to relate any experiences and what could have been done differently in these situations. They also gave an opportunity for each student supervisor to speak freely to the group and thus reinforce the sense of community.

At Carmichael Complex a student supervisor is expected to be knowledgeable, self confident and able to handle any situation that may arise. For a student supervisor to

be successful in their position it was hypothesized that a training program would increase their self-confidence in their knowledge of emergency procedures, conflict management skills, and leadership skills.

## **Chapter 3**

### **Methods**

The following chapter describes the 13-week training program that was designed to increase a group of student supervisor's self-confidence at North Carolina State University.

### Subjects

The subjects were all student employees of the Carmichael Complex Facilities and Operations at North Carolina State University. These 10 student supervisors, 5 males and 5 females, were between the ages of 19 and 22 and were full time students ranging from juniors to seniors. They were employed an average of 10 hours per week and have numerous supervisory responsibilities including: first responder to all injuries and accidents; enforcement of all policies and regulations for employees and patrons; open and close the facility 7 days per week; ensure that job performance is carried out and discretely write violations of other employees; handle all complaints or conflicts from patrons; lead by example for other employees.

### Testing

The testing consisted of a pre-test and a post-test (Appendix 1). After the post-test, a follow up interview was scheduled with each student to further assess his or her change in confidence. A survey was designed to gather information on three separate duties handled by the student supervisors. These duties included emergency procedures, conflict management and leadership skills.

The emergency procedures section was divided into two parts. The first being knowledge of skills and the second part being confidence in using skills. Each section

had the same eight skills and the student was asked to individually rate the skills on a scale from 1-10, 1 being the best, 10 being the worst.

The conflict management skills section asked the students to individually rate, from 1-10, eight skills used to handle conflicts. These skills included staying calm in difficult situations, listening to patrons' complaints, understanding where the problem is, separating people from the problem, understanding the other side's thinking, communicating with irate patrons, preventing a situation from happening and being objective during situations.

The leadership skills section included an assessment of 25 skills that tested their confidence in their leadership skills. Each student was asked to rate each skill from 2-10 on a Likert type scale, 2 being strongly agree and 10 being strongly disagree.

### The Training Program

The training program, which took place over the 13 weeks of the fall semester of 2004, consisted of a one-day team building training, weekly meetings, and random emergency procedure drills.

The program started with a full day of leadership and team building exercises. At the beginning of the day the student supervisors took a pre-test. A discussion followed on what the details of the program for the rest of the semester. Then, they went into the team building exercises lead by an instructor from the Physical Education Department at NC State. The exercises that the instructor led them in were: Magic Carpet Ride, Tower Building, Bullring, 2B Or Not 2B and The Maze. After each exercise the instructor gathered the group and had them discuss what they had learned from each exercise and how each exercise affected them as a team.

The remainder of the program consisted of randomized emergency drills, an overview of leadership skills, and a review of conflict management.

#### *Emergency Procedure Drills*

A drill schedule was set up for the semester so that each student supervisor was drilled once. Each drill consisted of a scenario, set up with a human or a dummy victim (Appendix 2). The student supervisor was tested on their ability to perform the correct emergency procedure in front of the Graduate Assistant of Facilities (GA). Specifically, they went over their CPR/First Aid skills and proper protocol for calling EMS or Campus Police. This protocol includes a description of the victim and how to direct other staff members. The GA recorded specifics from the drill and areas of needed improvement. During the weekly supervisor meetings, the GA reviewed each drill and noted how each supervisor could have performed better.

#### *Leadership Skills and Conflict Management*

During the weekly supervisor meetings different surveys were used to stimulate discussions. For the leadership skills, a survey taken from *Managing Human Behavior in Public and Nonprofit Organizations*, was used to review leadership skills and conflict management, (Denhardt, Denhardt, & Aristigueta, pg 184)(Appendix 3). This survey asked the student to list ten qualities of a great leader. From the survey, the student supervisors together created a master list from their lists of leadership qualities. This list was narrowed down to the top five qualities of a great leader that were agreed upon by everyone.

The survey used for conflict management was also from *Managing Human Behavior in Public and Non Profit Organizations* (Denhardt, Denhardt, & Aristigueta, pg

330-331) (Appendix 3). Each survey question was designed to lead a person to think about his or her own behaviors. After the survey was completed, the supervisors discussed how each supervisor could use different techniques to improve their performance during a conflict situation.

Conflict management was also discussed through addressing conflicts that arose during the previous week. Supervisors evaluated the conflict, how it was managed, and how it could have been improved. There was a discussion on what the conflict was and how the supervisor had handled it.

### Results

The data were collected from each pre and post-test and were organized in an MS Excel spreadsheet. The difference between the pre and post-test scores were evaluated by inspection of plotted data, Wilcoxin difference of ranks test, and student t test.

## **Chapter 4**

### **Results**

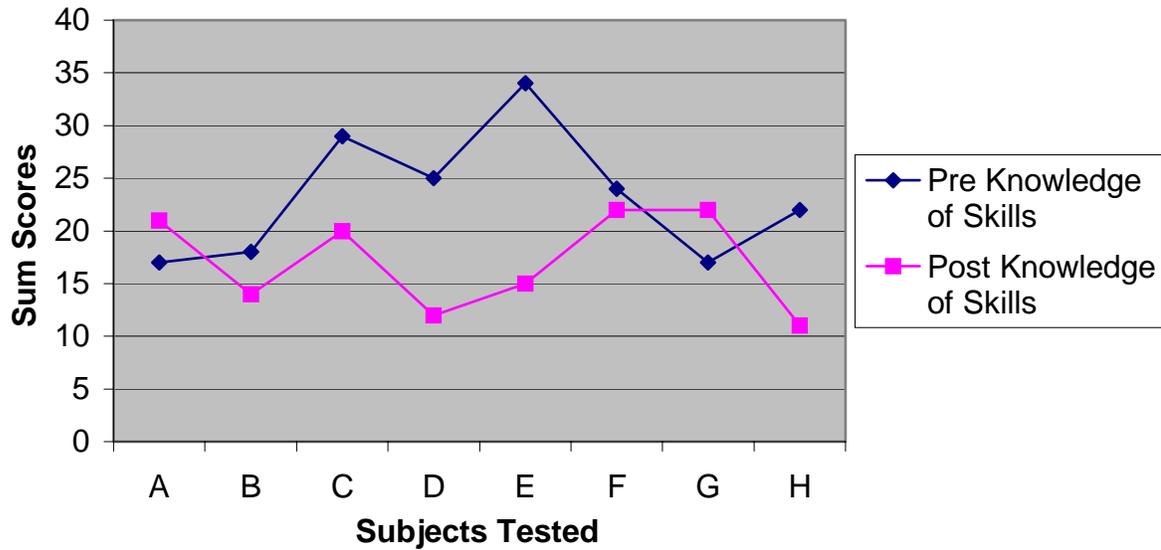
The following chapter describes the results of measuring the impact of the training program on student supervisors at NC State University's Carmichael Complex. Three techniques were used to analyze the data from the pre and post-test surveys. These were a graphical analysis, a Wilcoxin ranked sign test, and a student t test.

#### *Graphical Analysis*

Scores on each section (knowledge of skills, confidence in skills, conflict management, and leadership skills) of the survey were calculated by summing the scores for all items in the section. The sum of each subject's scores were calculated for each of the four sections and were plotted. The plots showed changes in the emergency procedures (Figures 1 and 2, respectively), both knowledge of skills and confidence in skills, from pre to post-test. For the two other sections, conflict management and leadership skills, the plots show a small increase.

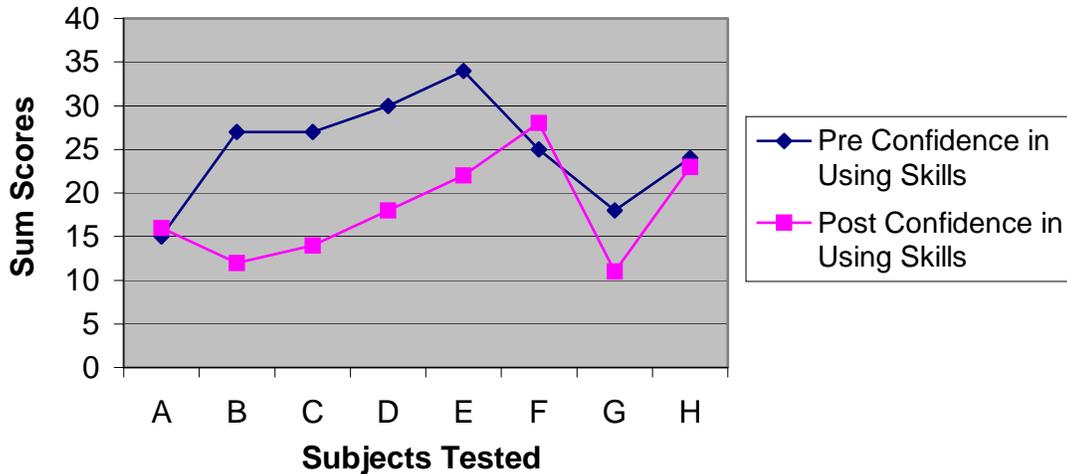
The first section, Knowledge of Skills, had the largest differences in scores. Figure 1 shows that six subjects had a considerable decrease between pre and post-test scores. Four of the six subjects had at least an eight-point decrease in scores. Subject E had the greatest change in scores, with a 34 on the pre-test and a 15 on the post-test, a 19 point difference. There were two subjects who had an increase in scores from pre to post test. These subjects, A and G, had an increase of four and five points, respectively.

**Figure 1. Knowledge of Skills Pre vs. Post Test Scores**



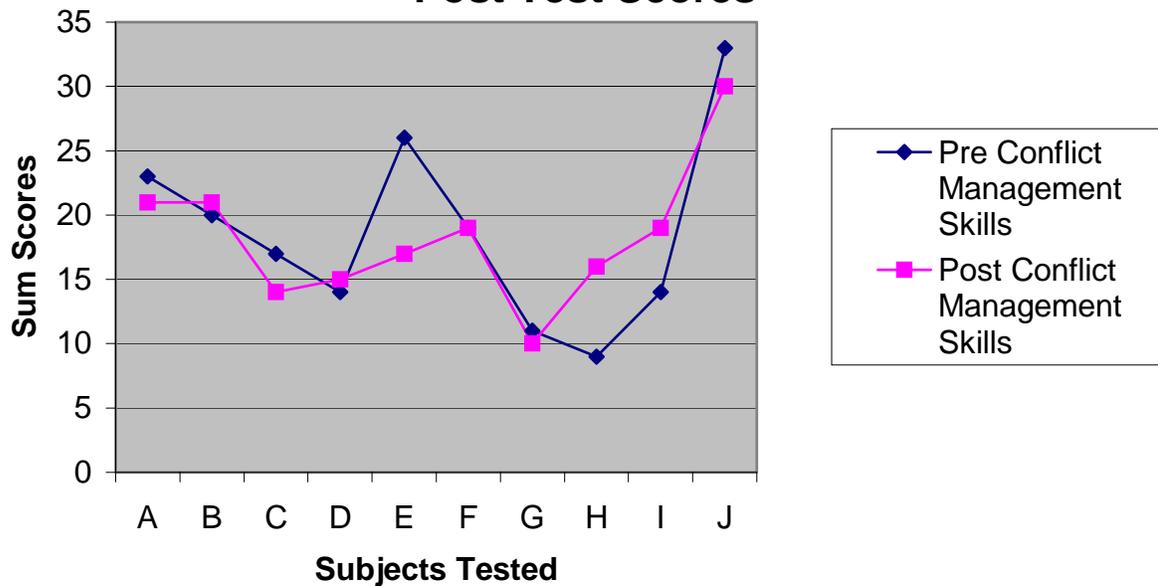
In the next section, confidence in skills, results were similar to the knowledge of skills section. Figure 2 shows the changes in confidence in skills. Similar to the previous section six subjects had decreased scores from pre to post-test. Of these six subjects, four had at least a 12-point change in scores. Subject B had the greatest change in scores, from 27 on the pre-test to 12 on the post-test, a 15-point difference.

**Figure 2. Confidence in Using Skills Pre vs. Post Test Scores**



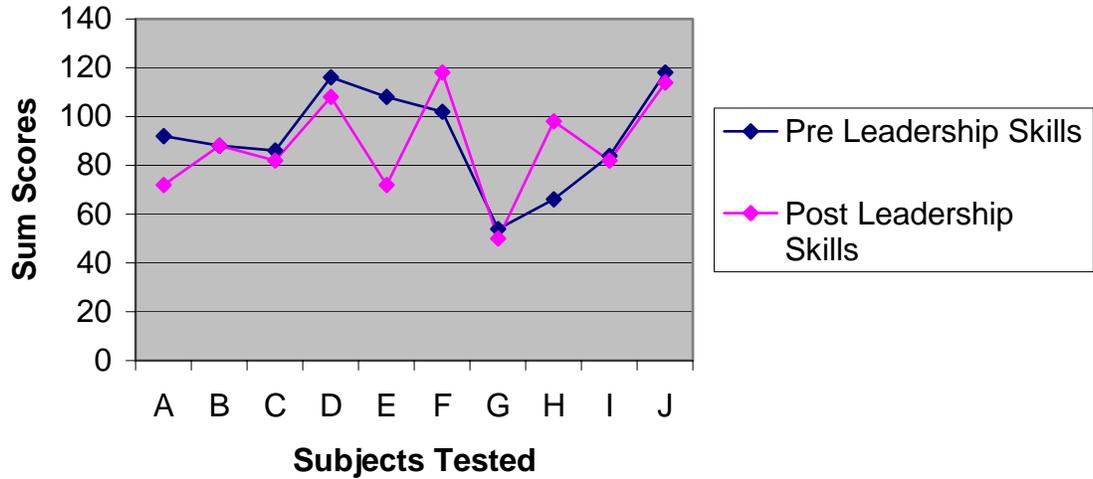
Results from the conflict management skills section were different from those of the two previous sections. Figure 3 shows scores from the conflict management pre and post-tests. Five subjects had a decrease in scores, but of those five, only one had a difference greater than five. It was hypothesized that all subjects would have decreased scores from pre to post-test. These results do not reflect a trend of decreased scores for all subjects.

**Figure 3. Conflict Management Skills Pre vs. Post Test Scores**



As with conflict management skills, leadership skills also varied greatly. As figure 4 shows, seven subjects decreased from pre to post-test, however only one of these subjects, E, had a considerable decrease (>25). Score reductions for the other six subjects ranged from 2 to 20 points. Subject B had no change, while the remaining two, subjects F and H, increased their scores.

**Figure 4. Leadership Skills Pre vs. Post Test Scores**



*Wilcoxin Ranked Sign Test*

The Wilcoxin ranked sign test was used as a test of the differences between pre and post-test score populations. Table 1 lists resulting p-values from Wilcoxin tests between pre and post-test scores for each section. Only Knowledge of Skills was found to have a significant ( $p = 0.05$ ) difference between pre and post-tests scores.

*Table 1. Wilcoxin Ranked Sign Test P-values from Each Test Group*

	<b>Knowledge</b>	<b>Confidence</b>	<b>Conflict Management</b>	<b>Leadership</b>
p-values				
N=10	<b>0.023</b>	0.055	0.734	0.359

*Student t-Test*

To further confirm the evidence of change between the pre and post-test scores, a t test was used. Even though the assumptions of randomized groups could not be met,

the t-test did differentiate the pre and post-test scores. A t-test, calculated through Microsoft Excel, was completed for each section of the survey.

Both emergency procedure sections, knowledge of skills and confidence in skills, were significant ( $p < 0.05$ ). Conflict management and leadership skills were not significant.

*Table 2. Student t Test p values for test sections*

	<b>Knowledge</b>	<b>Confidence</b>	<b>Conflict Management</b>	<b>Leadership</b>
P(T<=t) two-tail N=10	<b>0.030</b>	<b>0.027</b>	0.783	0.616

## **Chapter 5**

### **Conclusions**

The following chapter provides conclusions and discussion of study results, recommendations for futures studies, and the practical significance of the results.

From the statistical analysis conducted, it can be concluded that there were changes from the pre to the post-test. More specifically, it can be concluded that from the graphic representations there were differences for all sections of the pre and post-test. The Wilcoxin ranked sign test showed a significant difference for only the knowledge of skills section. The Student t-test showed a significant difference for both knowledge of skills and confidence in skills.

While there is a clear and significant difference on the knowledge of skills and confidence in skills sections, the last two sections, conflict management, and leadership skills did not show significant results. The following are speculations or reasons as to why there were no clear and definite conclusions for all sections.

First, the students may have perceived that the four sections of the survey were lumped together into confidence of skills and knowledge of skills. Under this perception, the student supervisors would have taken all the information given to them on conflict management and leadership skills and applied it to the first two sections under emergency procedures. They may have thought that by acquiring knowledge and confidence in the leadership skills and conflict management, that when asked about confidence in skills and knowledge of skills that the information, from the training program, applied to the first two sections.

The results may be a function of the survey used. The survey was created to specifically address each focus of interest, emergency procedures, conflict management, and leadership skills. There were no previous measures of reliability or validity conducted because this survey was designed specifically for use of this study. Without these measures, there is no way of knowing if the survey was a good measure of the concepts it was purported to measure.

The bias is concerned with the students used in the study. It refers to the idea that college students are survey “smart” and familiar with experiments and research. This experience often influences them to try to figure out what the survey is asking or what the experimenter is doing. As a result, they answer in a way they think the researcher wants them to answer.

A second form of bias could be experimenter bias. This refers to the possibility that actions or procedures designed by the researcher may have unknowingly influenced how the students responded to the survey questions. In other words, the students perceived that the experimenter wanted the training to be effective, therefore, they responded in a way that supports the effectiveness of the training.

The last speculation about the results is that a critical incident that occurred during the semester may have influenced the students. On November 9, 2004 a patron experienced cardiac arrest while running around the track at Carmichael gym. The student supervisor on duty reacted very quickly and directed the staff in an appropriate matter. The quick response of the student supervisor resulted in the victim breathing on his own when he left the facility.

This incident affected all the student supervisors in one way or another. Because of the seriousness of the situation, each supervisor realized that this situation can and does occur in a fitness facility. From interviews, conducted after the post-test survey, it was discovered that six of the ten student supervisors felt their increase in confidence was directly related to the incident. They stated that because they saw how the staff and emergency services reacted, they felt more confident if put in a similar situation. Only one student felt that because of the incident her confidence actually decreased. This student reported being scared of being put in a similar situation. Another student reported not being affected at all by the event and claimed that if put in a similar situation he/she would be fine.

The weekly meetings held after the incident focused on a review of emergency procedures and skills, and a debriefing session where the supervisors were encouraged to talk and ask questions. This meeting was added to the training program because a few of the supervisors specifically requested the review.

### **Recommendations for future study**

Future studies of this type should change some of the following things to make the results more significant. One necessary recommendation is to conduct reliability and validity on the survey that is used. This would allow for more significant results to be found. This was one limitation on the current study that was conducted.

The next recommendation would be for the study to focus on one or two specific types of training. In the current study there were four training sections over a span of 13 weeks. This is a large amount of information to give to the students in a short period of

time and to have it affect them. An example of how to conduct the training would be to conduct the training for a fixed time period. This would allow the students to understand what they are learning and how they should apply it.

In an ideal situation it would be best to use a multiple group design. With four groups used you could have a control group who is certified in CPR and First Aid and does not participate in the rest of the program. The other three groups would be split up into the three sections, emergency procedures, conflict management and leadership skills. For this design to work it would be best to have a large sample size for each group.

Another recommendation is to gain feedback from the staff that works for the student supervisors. This feedback can allow recreational sports professionals to gain insight into how well the supervisors supervise the staff and how well they learn their job expectations from the supervisors.

### **Practical Significance**

Although this study did not provide conclusive results, the findings can be interpreted as meaningful. The knowledge that the student supervisors gained, through randomized drills and review sessions, was somewhat effective. The results showed a change in confidence, whether it was due to experience or directly from the training program is unknown, but the true meaning of this program was for the student supervisors to gain knowledge and confidence in all the skills they need to master to function as effective student supervisors.

Campus Recreation professionals will be able to use the findings of this study and to develop their own training program. The results of this study will help them

design more effective training programs and develop the potential of their student staffs, which are crucial for offering campus recreational sports activities and programs.

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## APPENDIX 1

### Survey

## Supervisor Pre-assessment Survey

Name \_\_\_\_\_

Date \_\_\_\_\_

### Emergency Procedure Skills

Please individually rate these skills from 1-10, 1 being best, 10 being worst.

#### Knowledge of Skills

##### Using Skills

\_\_\_ Chest Compressions

\_\_\_ Resuscitation

\_\_\_ Abdominal Thrusts

\_\_\_ Unconscious Choking

\_\_\_ CPR

\_\_\_ First Aid

\_\_\_ AED

\_\_\_ Rescue Breathing

Breathing

#### Confidence in

\_\_\_ Chest Compressions

\_\_\_ Resuscitation

\_\_\_ Abdominal Thrusts

\_\_\_ Unconscious Choking

\_\_\_ CPR

\_\_\_ First Aid

\_\_\_ AED

\_\_\_ Rescue

### Conflict Management Skills

Please individually rate the following from 1-10, 1 being the best, 10 being the worst.

#### How effectively can you:

\_\_\_ Stay calm in difficult situations?

\_\_\_ Listen to a patrons complaints?

\_\_\_ Understand where the problem is?

\_\_\_ Separate people from the problem?

\_\_\_ Understand the other side's thinking?

\_\_\_ Communicate with irate patrons?

\_\_\_ Prevent a situation from happening?

\_\_\_ Be objective during situations?

### Leadership Skills Pre-Assessment

**Please place an X in the appropriate response for each question.**

	Strongly Agree 2	Agree 4	Neutral 6	Disagree 8	Strongly Disagree 10
1. I feel comfortable facilitating a meeting or a small group.					
2. I am comfortable working within a group or team.					
3. I feel confident speaking in front of groups of people.					
4. I am confident in my ability to communicate with others.					
5. I am comfortable interviewing for leadership positions.					
6. I am aware of my strengths and weaknesses as a leader.					
7. I am confident in my skills as a leader.					
8. I explain my thoughts and ideas in an organized fashion.					
9. I have an understanding of effective conflict management.					
10. I am able to resolve conflict among individuals or groups.					
11. I create a balance between tasks at work, work activities and emergencies during shifts.					
12. I am an effective time manager.					
13. I am skilled at juggling multiple tasks.					
14. I set goals and work to achieve them.					
15. I strive for constant self-improvement.					
16. I believe that my actions reflect sound ethical decisions.					
17. I know how to motivate others in a positive manner.					
18. I respond to situations with professionalism.					
19. I have thorough knowledge of my University community					
20. I am comfortable with my computer skills.					
21. I am comfortable with my writing skills.					
22. I feel comfortable giving others task to complete					
23. I am confident contacting new people and talking to them.					
24. I am confident in my skills at listening to others.					
25. I am confident in my ability to use other peoples ideas efficiently					

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX 2

### Drill Schedule

## **Drill Schedule For Training Program, Fall 2004**

### **September 21st**

Monday 11am  
(Seizure)

*A participant begins seizing in the weight room... react*

### **October 1st**

Friday 10:15pm  
(Chest Pain)

*An older participant approaches 103 and complains of chest pain...react*

### **October 6th**

Wednesday 9:45  
(Unconscious, and Rescue Breathing)  
*A participant is complaining of chest pain is on the racquetball courts and falls unconscious within seconds of your arrival.*

### **October 11th**

Monday 1:30pm  
(Severe Bleeding)  
*A participant goes up for a rebound, misses and lands face first on the floor. As he sits up he realizes bleeding from his mouth. Not too far from his accident he finds a tooth... react*

### **October 21<sup>st</sup>**

Thursday 6:30pm  
(Cardiac Arrest, AED)  
*A patron is found unconscious on the track... react*

### **October 19<sup>th</sup>**

Tuesday 12:15  
(Heat Exhaustion)

*A participant notifies 102 there is a student who has just finished run conditioning is on their way back to the facility from the track. In exhaustion the student collapses on the outdoor basketball courts and is losing consciousness.*

### **October 22<sup>nd</sup>**

Friday 4:15  
(Unconscious Choking)  
*A patron in the upper breezeway is found choking; by the time you get there they are unconscious...react.*

### **October 27<sup>th</sup>**

Wednesday 1:15  
(Concussion)  
*A participant playing racquetball is hit in the head by opponent's racquet. Is conscious, bleeding, and disoriented... react.*

**October 27<sup>th</sup>**

Wednesday 4:30

(Allergic Reaction)

*A participant comes in to 103 after a run around lower Miller fields and is complaining about breathing troubles...react*

**October 29<sup>th</sup>**

Friday 7pm

(Unconscious, Head injury)

*A participant is found at the bottom of the outside stairs near 103. They are unconscious...react.*

## APPENDIX 3

### Conflict and Leadership Surveys

## ■ WHERE DO WE BEGIN?

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We all learn different ways of responding to and handling conflict. Most of this learned behavior comes from observing others around us. These observations lead us to deal with conflict by fighting back, running, yelling, or simply remaining quiet. Some of us have more than one style and have the ability to use different styles depending on the situation. Others tend to rely on one style and might have trouble practicing another style; they choose one style over the others because it tends to work for them.

### HOW DO YOU BEHAVE DURING CONFLICT?

The following questions provide additional insight on how you behave in conflict situations (Lulofs and Cahn 2000, 36). Answer each question as to the extent that you think or believe that the statement is true—*always, usually, occasionally, seldom, or never true*.

1. Do you believe that in every conflict situation, mutually acceptable solutions exist or are available?  
\_\_ always, \_\_ usually, \_\_ occasionally, \_\_ seldom, \_\_ never true
2. Do you believe that in each conflict situation, mutually acceptable solutions are a desirable thing?  
\_\_ always, \_\_ usually, \_\_ occasionally, \_\_ seldom, \_\_ never true
3. Do you favor cooperation with all others in your everyday activities and disfavor competition with them?  
\_\_ always, \_\_ usually, \_\_ occasionally, \_\_ seldom, \_\_ never true
4. Do you believe that all people are of equal value regardless of age, race, religion, culture, or sex?  
\_\_ always, \_\_ usually, \_\_ occasionally, \_\_ seldom, \_\_ never true
5. Do you believe that the views of others are legitimate (i.e., genuine, accurate, true) expressions of their positions?  
\_\_ always, \_\_ usually, \_\_ occasionally, \_\_ seldom, \_\_ never true

6. Do you believe that differences of opinion are helpful and beneficial?  
\_\_ always, \_\_ usually, \_\_ occasionally, \_\_ seldom, \_\_ never true
7. Do you believe that others are worthy of your trust?  
\_\_ always, \_\_ usually, \_\_ occasionally, \_\_ seldom, \_\_ never true
8. Do you believe that others can compete but that they also can choose to cooperate?  
\_\_ always, \_\_ usually, \_\_ occasionally, \_\_ seldom, \_\_ never true
9. Do you believe that how one thinks and how one feels are factors in deciding how one behaves?  
\_\_ always, \_\_ usually, \_\_ occasionally, \_\_ seldom, \_\_ never true

After answering these questions, go back and reflect on your answers. For example, are you more likely to accommodate or avoid confrontations? What else did you learn? (You might want to revisit these questions after you have finished reading this chapter.)

#### HOW DO RELATIONSHIPS AFFECT CONFLICT?

Think back over the past five years and recall conflicts that you had with three different people: (1) a personal friend, (2) a co-worker, and (3) a roommate. Respond to the following questions.

1. What happens to conflicts as relationships become closer, more personal, and more interdependent?
2. Do you find that as relationships become closer and more interdependent, the more opportunities there are for conflict, the more trivial complaints become significant ones, and the more intense the feelings become?

### WHAT MAKES A GOOD LEADER?

Think of a person who you think is an excellent leader. This could be someone you know personally, someone you have watched from afar, or someone you have only read about or otherwise studied. It could be someone living today or someone from another time and place. What are the 10 qualities that make you think highly of that person's leadership?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

Consider a specific incident in which you thought this person exercised exceptional leadership skills. Which of the preceding characteristics (or others) were most important in this particular case of leadership? Why?

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What five characteristics do you consider your best leadership qualities or traits?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## APPENDIX 4

### Post Test Interview Questions

## Post Test Interview Questions

1. What do you enjoy about your job?
2. What do you feel are your main job responsibilities?
3. Do you feel that by going over conflict skills this semester that you are more confident in using your conflict skills? Or was it of no help? Can you rate it on a scale from 1-5, 5 being the most confident?
4. Do you feel that by going over leadership skills this semester that you have become a better leader? Or was it of no help? Rate it 1-5
5. Do you feel that the drilling that occurred throughout this semester helped you gain confidence or was of no help? Rate it
6. After the situation on Nov. 9<sup>th</sup>, do you feel that your confidence in using emergency procedures has increased or decreased? Can you be more specific? Do you feel that this specific situation caused the increase or decrease in confidence?