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Executive Summary

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Many colleges and universities provide part-time employment opportunities for students and one of the most common places to find student employees is in Housing or Residence Life (Dodge, 1990; McCormick, Moore, & Kuh, 2010; Schaller & Wagner, 2007). The Resident Assistant or Adviser (RAs) "has become ubiquitous on many residential campuses" (Schaller & Wagner, 2007). Under the supervision of Residence Hall Directors (HDs), RAs are expected to simultaneously create a positive living environment and respond to a wide variety of concerns on-campus which include legal ramifications (Blimling, 2003; Dodge, 1990; Elleven, Allen, & Wircenski, 2001; Letarte, 2013). Understanding workplace motivation for RAs can be useful for HDs and other practitioners in student life. Using self-determined motivation theory as a framework, this study aims to better understand the RA work experience and the supervisors' role in optimizing the RA work experience.

This capstone is a multiphase mixed methods study grounded in Deci and Ryan's (1985, 2000) self-determination theory (SDT) and the subset basic needs satisfaction theory (BNST) and aims to better understand the supervision needs of RAs and to inform practice for supervisors of residence life student employees. In the preliminary phases, a Q-sort methodology was used to identify what residence life student workers reported were the qualities they deemed most important in their supervisors. The next phase was an intervention designed to train supervisors on the needs of student workers and practices supervisors can employ to meet the supervision needs of their RAs. The final

phase was an evaluation of the intervention, which included an assessment of the training based on Deci & Ryan's basic needs satisfaction, follow-up interviews with the supervisors to explore supervision practices in relation to their RAs' needs, and a survey of the RAs to assess the extent to which their basic supervisory needs were met.

In this study, supervisory needs reported by RAs were compared to what supervisors believed their RAs felt were the most important supervision needs. The findings suggest that after training, the HDs ranking were more closely aligned to the ways in which the RAs ranked supervision needs. In addition, this study investigated the extent to which a training workshop for HDs based on Self-Determination Theory influenced HDs' supervision motivation orientation. After training, some HDs' motivation orientations remained the same over three intervals while others' motivation orientations fluctuated. Of those HDs who changed their motivation orientation, more tended to shift from autonomy-supportive to controlling than the other way around. Finally, this study examined the relationship between HD motivation orientation and RA perceived needs satisfaction at work and in the relationship with their supervisor. Consistent with previous literature, the findings suggest RAs who perceived a higher satisfaction at work with also perceived a higher satisfaction in the relationship with their HD.

There are several implications for practice and research based on the needs of RAs and the supervisor's ability to meet those needs from the findings in this study. Future researchers might develop new ways to examine motivation orientations among residence life supervisors and conduct additional research about factors that inhibit HDs from employing autonomy-supportive supervision practices. For practitioners, the

fluctuation in HD motivation orientation over time may indicate a need for continued ongoing training. In the follow-up interviews, several HDs explained that this position is an experiential learning process, which reinforces the need for on-going training.

Additionally, managing stress might be considered for HD training because stress may be a contributing factor in changes of HD motivation orientations. Furthermore, this study demonstrated a relationship with RA needs satisfaction and satisfaction with their HD. One method to enhance supervision skills is to help HDs build strong working relationships with their RAs.

RAs and HDs play important roles on the college campus. Shushol, Scales, Sriram, and Kidd (2011) claimed that the residence hall is the campus facility where college students spend time and as a result, this environment should be given attention in higher education literature. This study contributes to the literature about RAs, HDs, and self-determined motivation in college student employment, which is applicable to both practitioners and researchers.

DEDICATION

I dedicate my capstone to Resident Assistants/Advisers, particularly the RAs I had the pleasure and honor to work with. The RA job is extremely challenging but extraordinarily rewarding and these outstanding students cannot be given enough attention and credit for the unique impact they have in higher education. Thank you for all that you do.

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CHAPTER 1

INTRODUCTION & PROBLEM STATEMENT

Many colleges and universities across the United States provide part-time employment opportunities for college students while they are enrolled in courses (McCormick, Moore, & Kuh, 2010). Although there are a number of places on a college campus in which a student could work, such as dining facilities, technological support departments, academic and administrative offices, tutoring services, student unions, recreation centers, and libraries (CampusByte, 2009), one of the most common places to find student employees is in Housing or Residence Life (Dodge, 1990; Schaller & Wagner, 2007). The Resident Assistant or Adviser (RA) "has become ubiquitous on many residential campuses" (Schaller & Wagner, 2007). Unlike other types of part-time employment for college students, RAs have a residential requirement and they live alongside the residents they advise as well as in close proximity of their supervisors. Furthermore, RAs are expected to simultaneously create a positive living environment and respond to a wide variety of concerns on-campus that can include legal ramifications like a student death or sexual assault (Blimling, 2003; Dodge, 1990; Elleven, Allen, & Wircenski, 2001; Letarte, 2013). In addition to working as para-professionals, RAs are also students and their well-being should be considered by practitioners and researchers (Bierman & Carpenter, 1994, Blimling, 2003). The RA job provides a unique experiential employment opportunity for college students (Blimling, 2003). With such a high-impact leadership and employment role for students coupled with the opportunities for growth

and learning, it is surprising there is not more attention to understanding the RA work experience.

In addition to being a student, an RA has multiple job responsibilities (Blimling, 2003). In this position, RAs are expected to build community (Everett & Loftus, 2011), provide peer counseling and advising, plan events and programs, and enforce policy (Upcraft & Gardner, 1989). As front line paraprofessionals, RAs are typically responsible for advising students, planning events, enforcing residence hall, and institutional policies and maintaining a safe, clean living environment on-campus (Blimling, 2003). RAs assess and respond to student crises as serious and varied as student alcohol use and substance abuse, eating disorders, mental health concerns, and suicide, all while managing their own lives and academics (Dodge, 1990; Letarte, 2013). The RA role has become increasing complicated, and the legal ramifications, as mentioned previously, have increased (Dodge, 1990; Elleven, Allen, & Wircenski, 2001). Because of the high impact and challenging role, student workers in residence life need high quality supervision (Dodge, 1990; Schaller and Wagner, 2007). Schaller and Wagner (2007) emphasized the need for supervisors to assist in the growth and development of RAs.

Understanding workplace motivation for RAs can be useful for supervisors in residence life. When it comes to social environments like school, work or sport, people will engage with varying degrees of energy, effort, and persistence (Deci & Ryan, 1985, Hollembeak & Amorose, 2005; Reeve, 2005). Motivation is as an internal process or experience, which energizes and directs that varying degree of engagement (Reeve, 2005). Bierman and Carpenter (1994) analyzed RA employment motivation and emphasized the importance of understanding what the motivating factors are within the

work environment for this population of student workers. There are a number of factors that determine motivation, but supervisor has been shown as someone who can significantly influence motivation at work (Deci & Moller, 2005). Therefore, it is critical to examine supervision practices and the supervisory relationship of RAs and Hall Direcotrs (HDs), who play such an important role in higher education. Self-determination theory (SDT) has been used to examine the links between supervisor motivation orientation and employees' motivation and workplace satisfaction (Deci & Ryan, 1985). Using SDT as a framework, this study attempts to better understand the RA work experience and the supervisors' role in optimizing the RA work experience.

Purpose of the Current Study

Using self-determined motivation theory, the purpose of this study is to gain a deeper understanding of the RA work experience and supervision practices of HDs. This capstone is a multiphase mixed methods study that aims to better understand the needs of RAs and to inform practice for supervisors of residence life student employees. The specific research questions that guide this study are:

- 1. Of the supervision needs reported by RAs, what do supervisors (HDs) identify as the most important? How does this compare to the RAs' needs rankings?
- 2. Does a training workshop for HDs based on Self-Determination Theory change their supervision practices and motivation orientation?
- 3. What is the relationship between supervisor motivation orientation (autonomy-supportive or controlling) and RA perceived needs satisfaction at work and in the relationship with their HD?

Deci and Ryan's (1985, 2000) self-determination theory (SDT) and the subset basic needs satisfaction theory (BNST) were used as the theoretical framework to examine the supervisor's role in residence life student employment and the ways supervisors can meet the needs of their RAs. This theory has been used in studies about coaches and athletes, managers and supervisees, teachers and students. However, as of 2015, there have been no SDT-based investigations of the relationship between RAs and their residence life work supervisors, HDs.

Conceptual Framework for the Study

Reeve (2005) defined motivation as an internal process or experience, such as needs or emotions, which energize and direct behaviors. This study uses Deci & Ryan's (1985, 2000) self-determination theory (SDT) as a conceptual framework to examine motivation in the residence life work experience. In a social environment such as work or school, SDT can be used to explain motivation and psychological well-being. According to Deci & Ryan's theory, why individuals choose to participate, the amount of effort exerted, and the continued participation in an activity can be classified along a continuum of self-determined motivation (Deci & Ryan, 1985; Deci & Ryan, 2000). Based on this theory, humans need a sense of autonomy and control in any given social environment, and contextual factors within the environment can enhance or inhibit self-determined motivation as well as healthy growth and development (Bartholomew, Ntoumanis, Ryan, Bosch, & Thogersen-Ntoumani, 2011; Bartholomew, Ntoumanis, & Thøgersen-Ntoumani, 2011; Deci & Ryan, 1985; Deci & Ryan, 2000; Hollembeak & Amorose, 2005). The more intrinsically motivated one is, the more likely he/she will persist in the

activity (Deci & Ryan, 1985; Deci & Ryan, 2000). SDT claims that acting on one's own free will and having the experience of choice or autonomous motivation is positively related to intrinsic motivation (Gagné & Deci, 2005; Pomerantz, Grolnick, & Price, 2005). People expect success to the degree that they feel in control of their behavior (Schunk & Pajares, 2005, p. 91). SDT-based interventions can be applied to many different types of domains, particularly education, employment, athletics, parenting, and healthcare (Bartholomew, Ntoumanis, Ryan, Bosch, & Thogersen-Ntoumani, 2011). For example, employees are intrinsically motivated by their work because their own volition (e.g., "I work as an RA because I enjoy helping others") (Gagné & Deci, 2005). On the other hand, controlled motivation or the sense of pressure can thwart intrinsic motivation (e.g., "I do not enjoy my job as an RA because there is not much opportunity for me to decide for myself how to go about my work.").

According to the Basic Needs Satisfaction Theory, a subset of SDT (Deci & Ryan, 2000), healthy development and motivation within the social environment is contingent on the satisfaction of three basic psychological needs: a) autonomy – feelings of volition and choice, b) competence – opportunities to effectively demonstrate one's capabilities, and c) relatedness – sense of belonging and connectivity with others (Bartholomew, Ntoumanis, & Thøgersen-Ntoumani, 2011; Deci & Ryan, 2000; Deci & Moller, 2005; Felton & Jowett, 2012). Satisfaction of these basic psychological needs: autonomy, competence, and relatedness within a social environment is considered important for all humans and is directly linked to well-being (Deci & Ryan, 2000; Gagné & Deci, 2005).

Fluctuations in needs satisfaction will directly predict fluctuations in well-being (Deci & Ryan, 2005). Work climates that promote satisfaction of basic psychological needs will enhance employees' intrinsic motivation (Gagné & Deci, 2005). Deci & Ryan (2000) found employees who reported greater need satisfaction on the job were more motivated and psychologically better adjusted. Contextual factors, such as significant others like coaches, teachers, and supervisors, can facilitate or thwart motivation (Deci & Moller, 2005). Whenever rewards are used to motivate or control people within the workplace, it will have a negative effect on employees' intrinsic motivation (Deci & Ryan, 1985). Graves and Luciano (2013) surveyed alumni of a graduate business school, a majority whom were employed in executive or middle management roles, on their needs satisfaction at work and their perception of their supervisors. From their findings, they suggested that when employees perceived high-quality relationship with the manager, employees also reported higher satisfaction of their basic psychological needs (Graves & Luciano, 2013). As indicated by these theories, managers and supervisors are considered significant others who influence the social environment, which has a direct relationship with employees' motivation (Deci & Ryan, 1985).

Bierman and Carpenter (1994) surmised higher education institutions benefit from a better understanding of RA work motivation. However, there is extremely limited research on the supervision of RAs. RAs have a widespread presence on the residential campuses, hold high impact positions with frequent peer interactions, and work in challenging environment because they reside, work, and go to school in the same place. Deci and Ryan's SDT and BSNTs have been used to examine motivation at work and school (Bartholomew, Ntoumanis, Ryan, Bosch, & Thogersen-Ntoumani, 2011). These

theories are particularly fitting for this study because they encompass both the educational and employment environments, which should be taken into account given the unique intersection of school and work of the RA job. Furthermore, these theories incorporate supervisory relationships and work motivation particularly between persons of authority and subordinates such as coaches and athletes, teachers and students, and supervisors and employees (Bartholomew, Ntoumanis, Ryan, Bosch, & Thogersen-Ntoumani, 2011; Deci & Ryan, 2000; Gagné & Deci, 2005). SDT and BSNT are optimal frameworks because this research examines RA needs, needs satisfaction with work and their supervisors, as well as motivation orientation for supervisors of residence life student employees. SDT and BSNT based interventions have yet to be used to examine supervisors and student employees in this unique school, work, and residential setting for RAs and HDs.

Summary of the Study

This multiphase mixed methods study aims to better understand the supervision needs of RAs and HD supervision practices using SDT and BNST. In the preliminary phases, a Q-sort methodology was used to identify what residence life student workers reported were the qualities they deemed most important in their supervisors. The next phase was an intervention designed to train supervisors on the needs of student workers and practices supervisors can employ to meet the needs of their RAs. The final phase was an evaluation of the intervention, which included an assessment of the training based on Deci & Ryan's theories, follow-up interviews with the supervisors to explore supervision

practices in relation to their RAs' needs, and a survey of the student workers to assess the extent to which their basic supervisory needs were met.

Significance of the Study

This study contributes to higher education literature about RAs, HDs, and selfdetermined motivation in college student employment, which is applicable to both practitioners and researchers. Student and professional staff members who work in residence life have important roles on the college campus. Shushol, Scales, Sriram, and Kidd (2011) claimed that the residence hall is the campus facility where college students spend the most time and as a result, this environment should be given attention in higher education literature. RAs are widespread on residential campuses and their jobs have an important impact on students and the institution. RAs are ubiquitous on the residential college campus (Dodge, 1990; Schaller & Wagner, 2007) and they play a role in student engagement, retention, safety, and well-being (Blimling, 2003; Elleven, Allen, & Wircenski, 2001). Furthermore, the legal ramifications of the RA position have continued to increase (Letarte, 2013). In addition to their academic requirements, RAs regularly handle serious situations such as mental health concerns, alcohol related issues, injuries, hospital transports, and sexual assaults (Letarte, 2013). Despite the immense amount of risk and responsibility in the RA position, there is limited available research on RAs, or on their supervision.

RAs are often not alone in their job responsibilities and usually their direct supervisors reside on-campus as well in order to provide immediate response. RAs serve as university agents as they work for the university under the supervision of Hall

Directors (HDs) (Letarte, 2013). For example, RAs regularly contact their supervisors to consult whether or not to contact emergency responders for an alcohol incident (Dodge, 1990). Often new professionals and graduate students began their higher education careers in residence life (Belch & Mueller, 2003; Henning, Kennedy, Cilente, & Sloane, 2011). Similar to RAs, HDs often respond to student crises, plan events, and create a safe living and learning environment, but the HDs are also responsible for supervising staff. Henning, Kennedy, Cilente, and Sloane (2011) reported graduate and new professionals in residence life ranked enhancing supervision skills as one of their top professional development needs. Using SDT as a framework, this study aims to shed light on the HD-RA relationship for the residence life work experience and inform supervision practices for HDs.

Few studies have examined the interaction of RAs and HDs in one study. Due to the high levels of risks and responsibilities in these positions (Letarte, 2013) and the unique experiential work opportunity (Blimling, 2003), research on RAs and HDs with regard to motivation at work and supervision practices is important for higher education. Furthermore, SDT and BSNT have never been used to examine the RA and HD relationship and these theories are well suited to examine motivation within a combined school and work environment. Thus, this study would be the first to apply self-determined motivation theory to the RA work experience.

This research adds to the available literature in many ways. Using motivational theory, this study establishes a basis for much needed research on supervision practices of RAs and identifies RA perceived needs at one higher education institution. By developing and assessing a theory-based training for HDs, this research contributes to the

body of SDT interventions. Since the institution where the study was conducted hires undergraduate, graduate, and professional staff members to supervise RAs, this research also provides insight about different classifications of HDs. Furthermore, in conducting this research, RA needs satisfaction with their job and supervisor were examined so there is additional literature on BST for a subset of college student employees. This study aims to inform both practitioners and researchers about HD supervision practices to gain a better understanding of the RA work experience.

CHAPTER 2

LITERATURE REVIEW

In order to examine the research surrounding supervision practices of Resident Assistants (RAs), four major areas of the literature will be reviewed. The first section of this literature review focuses on RAs including job responsibilities, trainings, and role conflicts. The second section is a summary of studies about college student employment and the working college student. The third section describes available research on supervising student employees and Hall Directors (HDs). Furthermore, because there is limited research on supervisors and college student employees, the fourth section focuses on self-determined motivation in the context of coaches and student-athletes.

The Resident Assistant

It is a widespread practice for residential campuses to hire students to work as Resident Assistants (RAs) (Bierman & Carpenter, 1994; Schaller & Wagner, 2007), and this on-campus student employment position has been given some attention in higher education literature. RAs are typically upper-class students who work and reside in the residence halls and are responsible for enforcing policy, community building, advising and helping students, and completing administrative tasks (Healea, 2005; Wu & Stemler, 2008). Because of the residential nature of the position, RAs have more frequent contact with students than faculty or staff (Jaeger & Caison, 2006). Many high profile and severe issues at residential colleges occur within residence halls so there is a great deal of risk and responsibility in the RA position (Blimling, 2003). Therefore, around-the-clock

nature of the RA position makes it challenging to determine when the scope of their work ends (Letarte, 2013). In order to prepare residence life staff for the wide variety of job expectations, many schools have intensive training for RAs and researchers have studied RA training.

Letarte (2013) declared, given the enormous amount of responsibilities, proper and effective RA training is critical. Therefore, it is common for RAs to receive extensive training to understand and effectively perform their roles (Garey & Givhan, 2010) but the content, extent, and timing of training varies (Blimling, 2003). Many schools require RAs to take a course as part of their formal training (Bowman & Bowman, 1995). RAs are trained on institutional policies and procedures, building community, multiculturalism and managing diverse groups, roommate conflicts, maintaining a safe environment (Garey & Givhan), mediation, time management, helping skills, listening skills, and contemporary issues such as sexual assault (Blimling, 2003). RAs have been identified as individuals who play an important role in identifying students with mental health concerns (Taub & Servaty-Seib, 2011; Taub, Servaty-Seib, Miles, Lee, Morris, Prieto-Welch, & Werden, 2013). Although not certified counselors, RAs learn listening skills, peer helping, and referral skills during training because they are first-line defenders in student well-being (Taub & Servaty-Seib, 2011). Training has been shown to increase new RAs' skills and knowledge such as suicide warnings, referral processes, and crisis communication skills (Taub, Servaty-Seib, Miles, Lee, Morris, Prieto-Welch, & Werden, 2013).

In addition to looking at RA job responsibilities and training, researchers examined factors related to RA performance (Gentry, Harris, & Nowicki, 2007; Jaeger &

Caison, 2006; Wu & Stemler, 2008). Jaeger and Caison (2006) found that GPA, class standing, and gender were not significant predictors of RA performance, determined by ratings from peers and supervisors. Gentry, Harris, and Nowicki (2007) examined the perceived effectiveness of RAs compared to their ability to accurately interpret mood from facial expressions. RAs who could identify moods more accurately had higher effectiveness ratings from their residents (Gentry, Harris, & Nowicki, 2007). Jaeger and Caison (2006) observed that RAs who had high scores on emotional intelligence, adaptability, flexibility, and problem solving were also identified as high performing. Wu and Stemler (2008) found emotional stability and confidence are both positive predictors of RA performance, measured by RA self-assessment and resident ratings. These researchers suggested that individuals who had high neuroticism scores might not perform as well in the RA position; however, they could be successful with the right guidance from supervisors (Wu & Stemler, 2008). The work experience of RAs is important because of their multifarious responsibilities, which greatly affect their campuses (Blimling, 2006). At the same time, RAs are students and residents, so the multi-layered role can be challenging to manage.

Researchers have explored the challenging role conflicts RAs face when serving as both helper and enforcer (Everett & Loftus, 2011; Schaller & Wagner, 2007). Most RAs reported having friendships with their residents (Everett & Loftus, 2011; Schaller & Wagner, 2007). At the same time, many RAs recognized that they could not shed their RA role despite a close relationship with a resident (Everett & Loftus, 2011). RAs are expected to balance multiple relationships with their residents and supervisors (Schaller & Wagner, 2007) as well as manage social and academic relationships with friends,

classmates, and professors. Letarte (2013) declared, "RAs truly are the eyes and ears of the university and the amount of responsibility they have with regard to the health and safety of others is shocking in some ways when one realizes that RAs are still students, too" (p. 24). Given the high impact role of RAs and their unique position as both student and employee, an investigation of factors associated with RA work satisfaction and persistence is critical (Wu & Stemler, 2008).

However, there is very little guidance in the literature on the supervision of RAs.

Deci & Ryan's (1985) self-determination theory can provide a general framework for supervisors who oversee student workers, but research on specific practices is needed.

Paladino, Murray, Newgent, and Gohn (2005) examined burnout factors among RAs. The authors encouraged residence life staff members to create environments of continuous training programs that address emotional exhaustion and burnout among RAs (Paladino, Murray, Newgent, and Gohn, 2005). As stated previously, supervisors play a critical role in employees' need satisfaction, well-being, growth, and development (Deci & Ryan, 2000; Gagné & Deci, 2005; Graves & Luciano, 2013) so a better understanding of what supervisors can do to enhance their RAs' work experience is needed. Bierman and Carpenter (1994) asserted that RAs must be motivated to perform at the highest level in order to benefit from this work experience.

College student employment

The RA position provides college students an opportunity to develop and grow socially and professionally (Bierman & Carpenter, 1994) while gaining marketable skills through work experience (Blimling, 2006). The RA job is one of several options students

have for employment during college (McCormick, Moore, & Kuh, 2010). Pike, Kuh, and Massa-McKinley (2008) found that 68% of college students work during the academic year. Riggert et al. (2006) reported that 80% of college students self-identified as employed. The National Center for Educational Statistics (2012) reported that about 40% of traditionally aged (16 to 24 years old) college students worked, and over 70% of parttime students are employed. Despite these varied statistics, students who work for pay while enrolled in college is no longer a unique circumstance, but the norm (Pike, Kuh, & Massa-McKinley, 2008). Since the 1960s, researchers have attempted to understand the ways that paid employment affects students while they are enrolled in college (Riggert et al., 2006). Students who work while enrolled in college has been a long-standing issue in higher education because some faculty and administrators see employment as time away from academics and integration into the intellectual fabric of the institution (Tinto, 1993). However, with the rising amount of students working while enrolled in college throughout the second half of the twentieth and into the twenty-first century, "student employment is no longer an isolated phenomenon; it is an educational fact of life" (Riggert et al., 2006, p. 64). One challenge for many supervisors is finding ways to help student workers succeed in their job when they have a dual role of student and employee (Rowley & Sherman, 2004). Therefore, it is imperative to provide an overview of the research on college student employees.

Working and non-working students. As early as the 1960s, researchers have examined the academic performance of students who worked and those who did not (Riggert et al., 2006). Tinto (1993) argued that employment in college limits time for academic engagement and interactions with faculty and other students. On the contrary,

Lang (2012) found there were no significant differences among working and nonworking students with regard to grades, college experience, and time spent preparing for class. Employed college students benefit from the discipline and structure of the working world, and they are forced to manage their limited time more efficiently in addition to earning income (Curtis & Nimmer, 1991). After conducting focus groups of working college students, Cheng and Alcantara (2007) concluded students who worked reported a sense of financial independence, better time management skills, job search and interviewing skills, enhanced self-confidence, and beliefs that working helped shape their academic and career goals. The mixed findings between working and non-working led several researchers to examine additional factors such as the amount of hours students worked and where students worked to see if that is more directly related to student success (Astin, 1993; Curtis and Nimmer, 1991; Kuh et al., 2007; Lang, 2012; Perna, 2010; Pike, Kuh, & Massa-Mckinley, 2008; Riggert et al., 2006, Pascarella & Terenzini, 2005,).

Number of hours students work. Many researchers have studied the number of hours students worked and its relation to student success, defined by persistence and grade point average (Bozick, 2007; Kuh et al., 2007; Lang, 2012; Pike, Kuh, & Masse-McKinley, 2008; Pascarella & Terenzini, 2005; Warren, 2002). Some researchers found little or no impact of work and others found correlations between the number of hours worked and student success (Lang, 2012; Perna, 2010; Pike, Kuh, & Massa-Mckinley, 2008; Riggert et al., 2006). Pascarella and Terenzini (2005) maintained, as the number of hours students work increases, so do associated academic problems, such as delayed or decreased persistence, lower grades, and decelerating time to graduation by switching

from full-time to part-time student status. Kuh, Kinzie, Cruce, Shoup, and Gonyea (2007) studied college seniors and found that students who worked 21 or more hours off-campus had lower GPAs than nonworking or on-campus employed students. On the other hand, researchers found that working a low or moderate amount of hours had neutral or positive effects on student success (Bozick, 2007; Pike, Kuh, & Masse-McKinley, 2008; Warren, 2002). Pike, Kuh, and Masse-McKinley (2008) found that first year students who worked less than 20 hours per week did not have significantly different grades than students who did not work at all. Comparatively, Warren (2002) found that students who worked less than 14 hours a week had higher GPAs than students who did not work or who worked more than 14 hours per week. Lang (2012) reported that more hours students worked offcampus, the less time they spent socializing, but they did not spend any less time preparing for classes than nonworking peers, and their grades were not affected. After several repeated studies on the amount of hours spent working, researchers suggest that working less than 20 hours per week has neutral or positive effects on grades and persistence (Riggert et al., 2006; Roksa 2011, Perna, 2010). In addition to the amount of time spent working, researchers have compared students who work on- and off-campus to see if the location of employment is a factor in student success.

Student employment on- and off-campus. Researchers have compared students who worked on-campus to students who worked off-campus (Astin, 1993; Curtis & Nimmer, 1991; Kuh et al., 2007; Kuh et al., 2006; Pascarella & Terenzini, 2005). On-campus units that often employ students include residence life and housing, dining services, technology support, academic and administrative offices, tutoring centers, sports and recreation departments, and libraries (CampusByte, 2009). There is research to

support the claim that students who worked on-campus generally benefitted more than students who worked off-campus (Astin 1993; Kuh, 2009; Pascarella & Terenzini, 2005). Astin (1993) claimed that working off-campus or full-time hours is "uniformly negative," resulting in lower GPAs, time to graduation, and retention. Kuh, Kinzie, Cruce, Shoup, and Gonyea (2007) found that the more hours students worked off-campus, the lower their grade point average. Researchers have suggested that working off-campus has a negative relationship with GPA or retention, yet working on-campus seemed to have a positive relationship with student success measures (Astin, 1993; Curtis and Nimmer, 1991; Kuh, 2009; Kuh et. al, 2007; Pascarella & Terenzini, 2005). A few studies (Astin, 1993; Curtis & Nimmer, 1991) indicated that on-campus employment had the potential to improve student performance and retention. According to Pascarella and Terenzini (2005), for students who were employed on the college campus, working had positive net effects on persistence, time to graduation, and degree completion.

Researchers have offered some theories and conclusions as to why working oncampus has positive relationships with student success (Cheng & Alcantara, 2007;
Griffith, Walker, & Collins, 2011; Kuh et al., 2007, Kuh et al., 2006; Pascarella &
Terenzini, 2005). Kuh, Kinzie, Buckley, Bridges, and Hayek (2006) suggested that a
positive association between on-campus employment and student success was related to
students having an improved channel of communication with the educational system and
insider knowledge of the institution. The on-campus work experience provided students
with interactions with faculty, involvement in research, and better time management
(Cheng & Alchantra, 2007; Kuh et al, 2007; Astin, 1993; Tinto, 1993). Kuh, Kinzie,
Cruce, Shoup, and Gonyea (2007) acknowledged, "Working on-campus, writing for the

student newspaper, or conducting research with a faculty member can be a life-changing experience" (p. 38). Griffith, Walker, and Collins (2011) found that university recreation student employees had increased social opportunities, mentoring, and interactions with professionals from their on-campus job. Cheng and Alcantara (2007) reported that students who worked on-campus felt it was more convenient, and students working offcampus found employment to be problematic when it interfered with academic and social activities. In addition to empirical research, college student theories support the benefits of students working on-campus when they are enrolled in college. Tinto's (1993) integration theory argued the more academically and socially integrated students are, the less likely they will drop out. The on-campus work experience provides both academic and social integration for college students. Astin's (1993) involvement theory contends that "students learn by becoming involved." The student work experience is one way many students get involved on-campus. Astin (1993) suggested that working on-campus provided students with the unique opportunity to interact with faculty, especially if they are involved in research. Despite the number of studies on working college students, there has been very little research on supervision practices of student workers.

Supervision of Student Employees

One goal of this research is to provide direction for supervisors on practices to better supervise college student workers. Student workers are first students and then employees, so they possess different values and expectations of their work experience from full-time personnel (Rowley & Sherman, 2004). As Rowley and Sherman (2004) conceded, supervising college student workers can be difficult because students are short-

term employees, typically working only through the academic year, and can only remain employed as long as they are enrolled in the college. Although limited, there is some available research on the specific supervision of college student workers and residence hall directors (HDs) who supervise RAs.

The Residence Hall Director

Residence life has been the traditional key entry-level area for careers in student affairs (Belch & Mueller, 2003; Henning, Kennedy, Cilente, & Sloane, 2011). Changes in higher education throughout the 20th century has shifted the role of housing staff from dorm mothers to paraprofessionals and professionals who are responsible for the growth and development of residents (Belch & Mueller, 2003; Blimling, 1993; Frederiksen, 1993). However, there is very limited available research on Residence Hall Directors (HDs) who directly supervisors RAs. This position requires both functional job skills such as event planning, crisis management, staff supervision as well as learning to navigate higher education administration (Belch & Mueller, 2003; Davidson, 2012; Henning, Kennedy, Cilente, & Sloane, 2011). HDs are responsible for the personal, social, and academic development of college students who live in their residence halls and work on their RA staffs (Bierman & Carpenter, 1994; Roussel & Elleven, 2009).

HDs are directly responsible for the development and training of RAs, who in turn assist student residents (Roussel & Elleven, 2009). Without proper support from their HDs, RAs may be unable to prove necessary care and support for their residents and complete job expectations (Roussel & Elleven, 2009). HDs are tasked with training RAs to execute a number of high-intensity job responsibilities including responding to student

crises, mental health concerns, eating disorders, injury, and self-harming behaviors (Blimling, 2003; Dodge, 1990; Elleven, Allen, & Wircenski, 2001; Letarte, 2013; Roussel & Elleven, 2009). RAs are expected to inform their HDs about situations in the hall and resident concerns (Blimling, 2003) and HDs then pass information to their supervisors and other areas of the institution such as the counseling center. As a result, HDs play an important role regarding first-response communication throughout the college or university regarding student welfare. HDs may not be able to serve the function as professional counselor or medical responder for example, but the residential nature of their positions, HDs work with RAs to identify student concerns and pass information to institutional or community resources (Blimling, 2003).

Despite this challenging and intense living-working environment, HDs often report satisfaction with their jobs because of the growth and development they can provide for RAs and residents (Davison, 2012). The skills and competencies HDs gain in this role provide a strong foundation for advancement in student affairs, other functional areas of higher education, and careers in related fields (Davidson, 2012). There is still much to be learned about HDs. When examining the professional development needs of residence life staff members, Henning, Kennedy, Cilente, and Sloane (2011) examined skills and competencies of graduate and new professionals in residence life. The participants in their study reported a strong need and desire to enhance supervision skills. This study aims to shed light on HD supervision skills in the residence life work experience.

Supervisors' Role in Creating Educationally Purposeful Work Experiences

On-campus supervisors can provide a work experience that is beneficial to student workers on multiple levels because of their unique supervisory role which occurs within an educational setting. Supervisors have a role in helping college students succeed academically and developing personally and professionally (Earwaker, 1992). One way to assist student development is that supervisors can help students see the educational benefits in their on-campus job. Kuh, et al. (2007) observed, "Engagement in educationally purposeful activities is positively related to academic outcomes" (p. 70). Whether the job tasks are directly related to the students' long-term career plans or they can gain transferable skills, the student work experience has the potential to be a rewarding learning opportunity.

Miller and Slocombe (2012) suggested that individual educators help students prepare for workforce entry by coaching and mentoring. Supervisors of on-campus student workers can assist in career development by coaching and mentoring students on job skills and workforce readiness as they prepare for full-time employment. Supervisors who play a positive role in student worker job satisfaction can create a win-win-win situation for the student, supervisor, and institution (Rowley & Sherman, 2004) through which "employees grow (a win), the organization achieves its goal (a win), and supervisors reap the satisfaction of knowing they have been a major reason as to why (a win)" (p. 6). For example, the student work experience can provide practical skills, a social environment, and funding for school. For financial, social, and career development reasons, working on-campus can help students stay enrolled in college. Rowley and Sherman (2004) stated, "when a supervisor fires or reprimands a student worker, the

campus may lose more than merely an employee" (p. 15). The institution can benefit by retaining students from year to year in addition to gaining from their productivity in the on-campus job.

Student first, worker second. Finding balance between conflicting roles of school and work can be a challenge for student workers. Again, this poses a unique human resource challenge for the supervisor regarding the student workers' dual roles (Rowley & Sherman, 2004). Mamiseishvili (2010) found that working students who viewed their first role as a student and their second role as an employee were more likely to persist, regardless how many hours they worked. In this study, Mamiseishivili found that student workers who perceived academics as their top priority were more likely to persist than those who were disengaged from school. From this research, supervisors may need to assist student workers in identifying themselves as students first and employees second, as well as not compromising academics to satisfy employment tasks (Mamiseishvili, 2010). Other researchers have suggested that supervisors can help students succeed academically by limiting their hours to less than 20 per week (Riggert et al., 2006), guiding them on ways to make school the student's first priority, (Mamiseishvili, 2010), and helping them to fully understand their needs as studentworkers (Rowley & Sherman, 2004). Furthermore, supervisors must recognize their student workers as students first and support them in this way.

Student satisfaction with employment. Job satisfaction plays an important role in the student work experience. Kellison and James (2011) contended, "Cultivating a high level of job satisfaction is not only healthy for the individual employee, but also for the organization as a whole" (p. 35). According to their study on university recreation student

employees, student employees who rated their supervisor as effective also reported high levels of job satisfaction (Kellison & James, 2011). In a study of Millennial students (persons born between 1982 and 2002), Shore (2012) found that 50% of the respondents said they would "rather have no job than a job they hate." Therefore, there is reason to surmise satisfaction with their student work experience would play a positive role in student persistence as well as employee retention. Supervisors should consider student employees need satisfaction if they would like to maintain a college student workforce.

Self-determination and Basic Needs Satisfaction: Supervisors and Employees

Deci & Ryan's self-determination theory (SDT) and basic needs satisfaction theory (BNST) have been used to examine workplace motivation and the relationship between supervisors and their employees as well as employee satisfaction at work.

Managers or supervisors have been shown to have a direct influence on their employees' motivation and satisfaction at work (Deci & Ryan, 1985). Work climates that promote satisfaction of basic psychological needs will enhance employees' intrinsic motivation (Gagné & Deci, 2005). Deci & Ryan (2000) found employees who reported greater need satisfaction at work were more motivated and had stronger psychological adjustment.

Graves and Luciano (2013) examined the quality of the leader-member exchange and self determined motivation at work and found the quality of the exchange was positively related to satisfaction of the three basic psychological needs. Consequently, Graves and Luciano maintained employees who perceived a low-quality relationship with their manager would experience lower satisfaction of competence, autonomy, and relatedness (Graves & Luciano, 2013). Graves & Luciano (2013) declared organizations should

provide opportunities for supervisors to receive development and coaching on ways to establish relationships that facilitate need satisfaction and self-determination motivation at work.

Self-determination and Needs Satisfaction: Coaches and Student-Athletes

In specific social environments such as work, school, and sports, research has shown that interactions with significant others can influence, help, or hinder physical growth, psychological development, and subjective well-being (Bartholomew, Ntoumanis, & Thøgersen-Ntoumani, 2011). Furthermore, significant others in supervisory positions (teachers, coaches, supervisors) can have an effect on their subordinates' self-determined motivation (Blanchard, Amiot, Perreault, Vallerand, & Provencher, 2009; Deci & Moller, 2005). Although there is limited research about the supervisor and college student worker relationship, there are several studies that examined needs satisfaction in the coach and student-athlete relationship, which can be used as a reference.

Using BSNT, researchers examined specific coaching behaviors as it is related to athletes' basics needs. Coaching behaviors have long-term effects on athletes such as persistence in sport, performance, and psychological well-being (Stebbings, Taylor, & Spray, 2011). Hollembeak and Amorose (2007) reported various coaching behaviors were significantly related to the athletes' three basic needs: perceived competence, autonomy, and/or feeling of relatedness. For example, players reported enhanced psychological needs satisfaction when coaches provided a rationale for their requests and recommendations, encouraged players to provide input, and considered the players'

perspectives (Adie, Duda, & Ntoumanis, 2012; Balaguer, González, Fabra, Castillo, Mercé, & Duda, 2012). On the contrary, when displayed coach more controlling behaviors, athletes had lower motivation, an increased likelihood of dropping out (Stebbing, Taylor & Spray, 2011), and lower intrinsic motivation (Blanchard, Amiot, Perreault, Vallerand, & Provencher, 2009). Hollembeak and Amorose (2007) found that coaches who demonstrated autocratic behaviors (e.g. refused to compromise, did not explain his/her actions) also had players who reported lower connectivity or relatedness. Positive feedback was a significant predictor of athlete-perceived competence, but only when feedback was appropriate and contingent (Hollembeak & Amorose, 2007). For example, coaches who honestly compliment an athlete in front of others for good performance or expressed appreciation when an athlete does well in a timely manner would be considered providing appropriate and contingent feedback (Chelladurai & Saleh, 1980). Conroy and Coatsworth (2007) examined player needs satisfaction and relationships with their coaches and found that coaches who employed autonomysupportive strategies positively predicted contrasts in the satisfaction of all three psychological needs. The findings establish a link between coaching strategies and player needs and relationship satisfaction (Conroy & Coatsworth, 2007, Hollembeak & Amorose, 2007).

Mageau and Vallerand (2003) created a model using SDT in which they reviewed coaching behaviors that influence student-athlete motivation. The authors identified seven behaviors that are deemed as autonomy-supportive: (1) provide as much choice as possible within specific limits and rules; (2) provide a rationale for tasks, limits and rules; (3) inquire about and acknowledge others' feelings; (4) allow opportunities to take

initiatives and do independent work; (5) provide non-controlling competence feedback; (6) avoid overt control, guilt-inducing criticisms, controlling statements and tangible rewards; and (7) prevent ego-involvement from taking place (Mageau & Vallerand, 2003, p. 886). In testing their model, Mageau and Vallerand found that coaches who demonstrated these autonomy-supportive behaviors created an environment conducive to athlete needs satisfaction. Furthermore, the authors explored reasons coaches adopted controlling motivational orientations. For example, coaches who believed their athletes would perform poorly may exert more control and discourage athletes to be autonomous and lower their perceived competence (Mageau and Vallerand, 2003). Additionally, Mageau and Vallerand (2003) argued that high stress could cause coaches to employ controlling behaviors. Occhino, Mallet, Rynne, and Carlisle (2014) reported that coaches who perceived significant stress from pressure to perform might exhibit controlling behaviors. Additionally, some coaches believe controlling behaviors will lead to more successful performance (Mageau and Vallerand, 2003; Occhino et al., 2014).

Persons of authority such as coaches, supervisors, and teachers have a direct influence on the social environment of students (Bartholomew, Ntoumanis, & Thøgersen-Ntoumani, 2011; Deci & Ryan, 1985). In similar ways, coaches' behaviors influence athletes' experiences in sport (Conroy & Coatsworth, 2007; Hollembeak & Amorose, 2007) and supervisors affect employees' experiences at work (Deci & Ryan, 1985; Gagné & Deci, 2005; Graves & Luciano, 2013). Because of the limited research on the supervision of student employees, studies on coaches and athletes can serve as a guide to understand the impact of supervisors' behaviors on their supervisees' basic psychological needs in the work environment. Grounded in motivational theory, this capstone will

provide evidence-based practices for supervisors on the supervision and needs satisfaction of resident assistants (RAs).

CHAPTER 3

METHODS

Purpose Statement

The purpose of this study is to gain a deeper understanding of supervision practices of on-campus undergraduate student workers employed in residence life, or Resident Assistants (RAs). Further insight to the supervision of RAs by Hall Directors (HDs) could enhance the ways in which supervisors facilitate success in the work place for these student workers, who are employed on nearly every residential college and university in the nation.

Research Questions

- 1. Of the supervision needs reported by RAs, what do supervisors (HDs) identify as the most important? How does this compare to the RAs' needs rankings?
- 2. Does a training workshop for HDs based on Self-Determination Theory change their supervision practices and motivation orientation?
- 3. What is the relationship between supervisor motivation orientation (autonomy-supportive or controlling) and RA perceived needs satisfaction at work and in the relationship with their HD?

Methodology

In order to gain a deeper understanding of the college student work experience and ways to better supervise residence life undergraduate student workers (RAs), this study used a mixed methods design divided into four phases. The first phase was to hold focus groups with RAs using Q-methodology to identify supervision needs of RAs. The supervision needs identified in the first phase informed items for an electronic Q-sort in the following phase. In the second phase, an electronic survey using the Q-methodology was administered to RAs in which they ranked the supervision needs from most important to least important. The results of this survey were incorporated into the training for the HDs. For the third phase, HDs were trained on elements of Deci & Ryan's self-determination and basic needs satisfaction theory, most and least important reported needs of RAs from the second phase, and supervision practices to meet their RAs' needs. The fourth phase assessed the training and examined the extent to which these supervisors are meeting the needs of the RAs.

Setting and Participants

The participants in this capstone project were a) Resident Assistants (RAs) and b) Hall Directors (HDs) who supervise the RAs at one residential university. At this institution, there is a student body of over 20,000 and 31% (approximately 6,200) of students reside on-campus in 28 residence halls. The Office of Residence Life at this large four-year public university in the southeast region hired 204 RAs and 28 HDs for the 2014-2015 academic year. RAs must maintain at least a 2.5 GPA and be enrolled in at least 12 credits in order to satisfy employment requirements. Of the 204 RAs, 65% are

female, and 35% are male which is comparable to the entire student body (60% female, 40% male). Depending on the type of residence hall at this particular institution, HDs can be undergraduate students, graduate students, or full-time employees. Hiring undergraduate students as HDs is somewhat unique to this institution. More often, residence life departments hire professional staff or graduate students to manage residence halls (Belch & Mueller, 2003). Because the majority of HDs who participated in this research are also student workers, this factor will also be considered throughout the study.

Phase One and Two: Q-sort to Identify RA needs

The initial phases of this capstone were designed to better understand the needs of this specific RA population using Q-methodology. According to Farrimond, Joffe, and Stenner (2010), for the Q-sort methodology "a group of participants are typically asked to sort a set of items on a topic into a distribution, which reflects their subjective viewpoint" (p. 982). The Q-sort provided a means to gather both what the RAs identified as their needs and the level of importance individuals of each need. This process was selected because it is a good technique for clustering subjective data (Shiou-Yu, 2009). Shiou-Yu (2009) observed, "the Q-sort technique is good for clustering stimuli from subjective judgments to form a description of an indescribable object" (p. 898). This method provided qualitative responses of participants who will directly reported their needs in the focus group. The quantitative component allowed participants to rank the most and least important needs in the electronic survey.

Phase One: Focus Group Q-sort to Identify Needs

For phase one, RAs were invited to participate in Q-sort focus groups.

Participants were required to be full-time students (enrolled in at least 12 credits), employed as an RA, and at least 18 years of age. Two focus groups were held in the spring 2013 semester and two in the fall 2013 semester. As part of ongoing staff development, RAs at this institution are required to attend at least two professional development workshops per semester and participation in this focus group counted toward this job requirement. There were a total of 47 RAs (66% females and 34% males) who participated in one of the four focus group sessions. There were four to twenty participants in each session. All RAs were invited to participate in the first two sessions, which resulted in larger attendance. For the third and fourth sessions, a sample of RAs was selected and only those specific RAs were invited to attend so the groups were smaller and more manageable.

At the start of each focus group, participants completed a questionnaire to indicate age, gender, ethnicity, transfer or international student status, number of credits enrolled, grade point average (GPA), number of semesters enrolled in college, academic major, number of semesters in the RA position, additional paid employment held, classification of supervisor (undergraduate student, graduate student, professional staff member), scholarship or grants recipient, Pell grant recipient, and employment plans for the following academic year. After all participants completed the questionnaires, RAs were asked to create a list of what they need from their supervisors in two columns, one for tangible needs (e.g. supplies to do the job) and the other intangible needs (e.g. respect). Once all participants finished their individual list, they worked as whole group to develop

a combined list of supervision needs. The researcher copied these items on a white board and helped the RAs develop a definition of each identified need. For example, one of the needs was a supervisor who is "transparent" and the definition was "someone who provides clear expectations, examples, and deadlines and employees are not left guessing". Once the group was satisfied with the full list of needs, the RAs copied the supervision needs onto index cards. For the remainder of the focus group, participants worked individually. Participants wrote each need on a separate index card, and then sorted the needs from most important to least important using the designated grid shown in Figure 1. The grid was printed on a sheet of paper and participants placed the index cards under the category they deemed most appropriate for each item. Participants were limited to selecting two most important and least important column, four in the more important and less important column, and up to seven in the neutral column.

The Most Important to Least Important Sort

Most important	i to Beast Imperi			Least important
1	2	3	4	5

Figure 1. The Q-sort expanded categorical sort.

Each focus group developed and defined 16 to 22 needs. Some of the supervision needs the RAs identified included professionalism, organization, mutual respect, dedication, and adaptability. The needs identified by the focus group participants were compiled and synthesized to create the needs for the electronic survey in phase two.

Phase Two: Electronic Q-sort to Assess the Varying Levels of Importance for RA's needs

Phase two was an electronic survey using the Q-methodology and items were based on data collected in phase one. The supervision needs identified by the focus group participants were used to create 21 items. The needs were a supervisor who is 1) easily accessible and approachable, 2) consistent, 3) timely and organized, 4) transparent, 5) role model, 6) open minded, 7) team player, 8) assertive and powerful, 9) accountable, 10) patient, 11) celebratory, 12) has strong oral and written communication skills, 13) trustworthy and reliable, 14) personable, 15) professional, 16) dedicated, 17) competent and knowledgeable, 18) understanding of academics, 19) involved, 20) developmental, and 21) supportive. Each supervision need had a short definition that provided more details about how term was defined for this particular study. For example, the definition for open minded was willing to hear suggestions and make changes.

Cognitive interviews and pilot testing. Before launching the survey, feedback was collected from a survey design expert, content experts, and members of the populations, a practice suggested from survey construction researchers (Groves, Fowler, Couper, Lepkowski, Singer, and Tourangeau, 2009). Cognitive interviewing is a common method used in survey construction in which participants think aloud as they take a survey and their comments are recorded (Groves et al., 2009). One survey design faculty

member, one former RA, and two current RAs from a different university participated in the cognitive interviews and pilot testing. These four individuals demonstrated how future participants might interpret the questions and the response options (Groves et al., 2009). The current and former RAs were particularly helpful because they provided insight on how members of this population process the content of the survey. The cognitive interviewees provided feedback on the wording of the questions, the supervision needs and the related definitions, and the survey format and structure. From the cognitive interviews, the survey was adjusted based on how participants comprehended and responded to the questions and responses (O'Muircheartaigh, 1997). Participants also tested the drag and drop function of the electronic Q-sort and provided feedback on the survey design. In addition, by timing how long the cognitive interviewees spent on the survey, it provided an estimation time to completion, which was added to the survey instructions.

The Electronic Q-sort. All 200 RAs for the 2013-2014 academic year were sent an email requesting their participation and they had approximately two weeks to complete the electronic Q-sort survey (see Appendix 3 for entire survey). Participants were required to be full-time students (enrolled in at least 12 credits), employed in the RA job, and at least 18 years of age. The survey closed in April 2013 and the response rate was 32%. Of the 63 completed surveys, 76% were female, 24% male, 73% Caucasian/white, 11% African American/black, 5% Asian/Pacific Islander, 4% Hispanic, 3% Native American, and 6% Multiracial/Other. All participants were between 19 and 22 years of age. The majority of participants were first year RAs (75%), 22% were in their second year as an RA, and 3% were third year RAs. As mentioned previously, at this

particular institution, RAs' direct supervisors can be a professional staff member, an undergraduate student, or a graduate student. Of the participants who responded, 35% had an undergraduate student supervisor, 35% had a graduate student supervisor, and 29% had a professional staff member as their supervisor.

Table 1.

Table of Characteristics in Percentages of Electronic Q-sort RA Participants

Electronic Q-Sort Participant Characteristics in Percentages

	Total
Gender	
Female	76%
Male	24%
Ethnicity	
Caucasian/White	73%
African American/Black	11%
Asian/Pacific Islander	5%
Hispanic	2%
Native American	3%
Multiracial/Other	6%
Years of Age	
19 years old	35%
20 years old	43%
21 years old	17%
22 years old	5%
Years of Experience	
1st year RA	75%
2nd year RA	22%
3rd year RA	3%
Type of Supervisor	
Undergraduate HD	35%
Graduate HD	35%
Full time HD	29%

The electronic survey was divided into three parts. The first part of the survey asked participants to indicate the extent their supervisor played in their overall student employment experience. The second session was the supervision needs Q-sort. For the Q-sort section, participants had a list of 21 student worker needs (developed from phrase

one respondents) and were instructed to sort the identified needs into three piles: important, somewhat important, and less important. Participants placed the items under the category they deemed most appropriate similar to Figure 2.

The Three-Pile Sort

Important	Somewhat Important	Less important

Figure 2. The Q-sort three-pile sort.

Once participants placed the items into three boxes, they sorted the items further into six categories ranging from most important to least important (similar to Figure 3).

The Most Important to Least Important Sort

	Somewhat Important		Less Important	
7	Ľ	7	Ľ	7
More		Slightly	Less	Least
Important	Important	important	important	important
= 5	= 4	= 3	= 2	= 1
	Important	More Important Important	More Slightly Important Important important	More Slightly Less Important Important important important

Figure 3. The Q-sort expanded categorical sort.

After the Q-sort section, participants were asked to indicate their age, gender, ethnicity, transfer or international student status, number of credits enrolled, grade point average (GPA), number of semesters enrolled in college, academic major, number of semesters in

the RA position, additional paid employment held, classification of supervisor (undergraduate student, graduate student, professional staff member), scholarship or grants recipient, Pell grant recipient, and employment plans for the following academic year.

Results of Phase Two

The findings from the preliminary phases support prior research and the results informed the third and fourth phases of this capstone. Over 85% of participants indicated that their supervisor plays a very or extremely important role in their overall employment experience.

Table 2. Table of the supervisory role in overall student employee work experience

Supervisor's role in overall RA work experience	Percent	Frequency
Extremely important	33%	21
Very Important	52%	33
Somewhat Important	13%	8
Neither Important nor Unimportant	2%	1

According to Armstrong (2009), the supervisor plays a key role in the work experience for many employees. As shown in Table 2, an overwhelming majority of participants (85%) indicated their supervisor was important in their over student employment experience. This finding confirms previous claims that supervisors are significant figures that play an important role in the work environment (Blanchard, Amiot, Perreault, Vallerand, & Provencher, 2009; Deci & Moller, 2005).

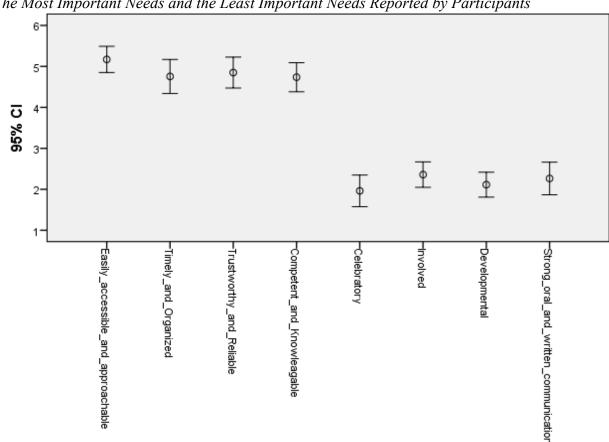
The results of the Q-sort pose some interesting findings. The RAs who participated reported easily accessible and available, trustworthy and reliable, timely and organized, and competent and knowledgeable as their most important supervision needs.

Participants indicated that supervisors who are celebratory, developmental, have strong oral and written communication skills, and involved were among their lowest needs. A full list of the rankings can be viewed in Table 3.

Table 3. Table of the Most Important to Least Important Needs Reported by RAs

Variable	Mean	Median	Mode	SD	Variance	N
Easily accessible and approachable	5.23	6.00	6.00	1.116	2.087	61
Trustworthy & Reliable	4.81	5.00	6.00	1.371	1.878	59
Timely & Organized	4.81	5.00	6.00	1.469	2.159	62
Competent & Knowledgeable	4.72	5.00	6.00	1.264	1.598	57
Accountability	4.10	4.00	4.00^{a}	1.581	2.498	60
Transparent	4.03	4.00	4.00	1.531	2.344	59
Open-minded	4.00	4.00	4.00	1.540	2.373	60
Consistent	3.98	4.00	4.00	1.445	2.087	58
Team player	3.95	4.00	5.00	1.556	2.421	60
Supportive	3.81	4.00	6.00	1.684	2.837	57
Dedicated	3.75	4.00	4.00	1.392	1.936	56
Role model	3.65	4.00	3.00^{a}	1.620	2.625	57
Patient	3.57	4.00	4.00	1.442	2.080	60
Understanding of academics	3.46	3.00	2.00^{a}	1.113	1.238	57
Assertive & Powerful	3.08	3.00	1.00	1.626	2.643	61
Personable	3.00	3.00	3.00	1.571	2.467	61
Professional	2.64	2.50	1.00	1.541	2.375	58
Involved	2.37	2.00	2.00^{a}	1.113	1.238	59
Strong Oral & Written Communication	2.25	2.00	1.00	1.397	1.951	59
Developmental	2.16	2.00	2.00	1.131	1.278	57
Celebratory	2.07	1.00	1.00	1.436	2.063	60

^a Multiple modes exist. The smallest value is shown.



The Most Important Needs and the Least Important Needs Reported by Participants

Figure 4. Results of Q-sort Needs Assessment: Top 4 and Bottom 4.

The way in which RA ranked supervision needs can be understood through Deci & Ryan's SDT. These findings appeared to confirm the basic need of autonomy because RAs ranked a supervisor who is involved as one of the lowest needs. The need for perceived competency was also confirmed because the RAs reported that having a supervisor who is competent and knowledgeable is high priority. Additionally, relatedness was ranked highly because RAs reported they need a supervisor who is trustworthy and reliable as well as easily accessible and approachable. Relatedness was ranked more highly than previous researchers have found. Graves and Luciano (2013) stated that satisfaction of autonomy and competence needs is more important for motivation than satisfaction of relatedness needs (Graves & Luciano, 2013). Perhaps the nature of the RA position requires higher relatedness need satisfaction than other types of jobs. Another finding is that celebratory supervision was ranked by the RAs as one of the least important needs. This aligns with previous findings about rewards having a negative relationship with intrinsic motivation (Deci & Ryan, 1985).

The findings from the two preliminary phases of this capstone were used to develop the training for supervisors on the most and least important needs of their RA staff.

Phase Three: Training Supervisors on RAs' Needs

The third phase of this capstone was a workshop for the Hall Directors (HDs) who supervise the RAs at this institution. The one and one-half hour training workshop took place on August 2, 2014 during HD training week. Prior to the start of training week, the HDs took a pre-training survey to gauge their understanding of RAs' needs and assess the HDs' supervision orientation: controlling versus autonomy-supportive. Additionally, the HDs took the survey a second time one-to-two weeks after the workshop and a third time in January 2015. According to those who have examined self-determination theory and basic needs satisfaction, individuals reported higher levels of need satisfaction under autonomy supportive authority figures (e.g. coaches, teachers, supervisors) and lowered intrinsic motivation under controlling authority figures (Gagné & Deci, 2005). The survey included scales that measured the HDs' motivation orientation for satisfying autonomy, competence, and relatedness needs. In addition to questions about motivation orientation, HDs were asked to select the four highest and four lower priority supervision needs from the same items used in the RA Q-sort. Satisfaction of basic psychological

needs (autonomy, competence, and relatedness) is directly linked to individual well-being (Deci & Ryan, 2000) and work climates that promote satisfaction of these needs will enhance employees' intrinsic motivation (Gagné & Deci, 2005). To help HDs understand the supervision needs of their RAs, basic psychological needs and the results of RA and HD Q-sorts were incorporated into the training.

The training workshop was held on the second day of HD training week as a part of a day focused on supervision. There were several components in the one and one half-hour training workshop. First, the dual-role of the student worker was discussed so the HDs considered the challenges of supervising someone whose first job is being a student and second job is working as a resident assistant. Since there are undergraduate and graduate HDs who are also student workers, this issue was incorporated in the conversation. HDs, including those who were also student workers, were asked to discuss the challenges of supervising an employee who is also a student. Second, an overview of self-determination theory and basic psychological needs satisfaction was provided and how it can be applied to the residence life was explained. Third, the results of the two Q-sort surveys were shared and the group discussed the survey responses from the RAs and HDs. Finally, the HDs participated in three activities (one for autonomy, competency, and relatedness) to demonstrate ways in which they can meet the needs that were most important to their RAs and promote self-determined motivation at work.

The training workshop activities were developed through a combination of researching self-determined motivation theory, collaborating with the staff within the Office of Residence Life, and consulting with one of the committee members who is an expert in motivation and has experience in conducting similar workshops grounded in

SDT and BSNT. First, I researched SDT and BSNT trainings for teachers and coaches to get a sense of previously used interventions. Then, I worked with one of the Area Directors who planned the HD training at this institution to create activities that would be applicable for the HDs and encompassed the concepts from SDT and BSNT. Finally, one of the committee members who teaches a class on motivational theory and has conducted SDT-based trainings reviewed the activities. An overview of the training workshop is shown below in Table 4 and a full description of the training activities can be viewed in Appendix 5.

Table 4.

Table with Overview of Workshop Training for HDs

Introduction of the presenter and interest in supervision, previous work in residence life,	2 minutes
current role, and goals of the study	
Define student worker and explain challenges of dual-role supervision	3 minutes
Overview of motivation theories: self-determination theory and basic psychological needs	8 minutes
satisfaction	
Results of Q-sort Needs Surveys Discussion	9 minutes
Autonomy Activity	21 minutes
Competency Activity	22 minutes
Relatedness Activity	16 minutes
Questions	6 minutes
Conclusion and Explanation of Follow-up Interviews and Surveys	3 minutes

Autonomy Activity

The purpose of the autonomy activity was for HDs to examine aspects of the RA job in which they can provide choices for the RAs to develop themselves. Recognizing there are multiple ways to achieve a goal or outcome is considered an autonomy-supportive behavior, as compared to a controlling behavior--which limits or eliminates choice (Deci & Ryan, 2000). The objective of this activity was to help HDs explore several aspects of the RA job for which they can promote autonomy.

For the autonomy activity, HDs were arranged in seven groups and each group was assigned one aspect of the RA job: 1) Programming, 2) Hall Office, 3) Duty Shifts,

4) RA Floor or Section, 5) RA training, 6) Staff Meetings, or 7) Staff Development Meetings. The above RA job responsibilities were chosen for this activity because they represented the types of duties for which HDs could conceivably provide RAs more autonomy, as opposed to other job expectations, such as policy enforcement, for which there are more strict compliance expectations. The small groups brainstormed ways in which they can provide RAs the autonomy to make their own choices and where the HD needs to be more authoritative in decision-making within their assigned job aspect. After about 10 minutes, the HDs reconvened as a whole group and shared what they discussed.

All groups were able to articulate ways in which they could provide at least some autonomy in each aspect of the RA job. There was some variation on the amount of autonomy the HDs felt they could provide. Some groups were able to find many ways in which they could provide choice in their assigned aspect and others had a lower number of ways the HDs could support autonomy. The groups who had Programming and RA Floor or Sections were able to provide the most ways to support autonomy, while the groups who had RA training and RA Duty Shifts provided the least number of ways. Additionally, within each group, HDs identified aspects of the RA job in which the HD must have some form of control. For example, the Office of Residence Life has a requirement that RAs in first year communities have to complete at least one academic program so the HDs indicated that they needed to make sure that RAs met this requirement, even though they had a lot of autonomy with regard to academic programming.

Competency Activity

Through this activity, HDs examined aspects of the RA job in which they can foster perceived competence. According to Deci and Ryan's (1985) BSNT theory, to satisfy the need for perceived competency, employees need to have opportunities to show their own capabilities. Supervisors can help employees understand their perceived competence as well as model perceived competence through their own work. To better understand competency, HDs participated in an activity called "Show Me Competence!" Two HDs were asked to act out a scene in which one played the role of the RA and the other served as the HD. There were two types of scenarios used in this activity: one to have the HD demonstrate his/her perceived competency and one for the RA see his/her perceived competency through the HD's guidance. The goal of this activity was to help the HDs understand ways they can be a source of perceived competency for the RA and help their RAs build their own sense of perceived competency.

Pairs of HDs took turns acting out the scenarios. The person playing of the role of "HD" was instructed he/she had thirty seconds to respond to the RA and could refer to the handbook, ask another HD, or consult his/her Area Director if needed in order to respond appropriately to the scenario. Each pair received a card with information about the scenario specific to their assigned roles. As an example, the HD's card contained a sentence such as "You are the HD. You get a phone call on a Tuesday evening from one of your RAs." The RA's card contained "You are the RA. You went to dinner with a few of your residents. When you get back to the hall you notice Cameron and Taylor have a candle in their room. You know candles are not permitted but just had a really nice meal with them. You are not sure how to handle this situation so when you get back to your

room, you call your HD". In the ten minutes allotted for role-playing, eight pairs completed their skits.

After the skits concluded, the HDs discussed what they observed and how they can serve as a source of perceived competency for their RAs as well as how they can help RAs gain competence and confidence in their jobs. One interesting observation from the training was that, although the HDs who performed the skit were encouraged to contact their supervisor or another HD when they did not know how to respond to the scenario, none of the HDs did so. During the discussion, the whole group considered this observation and explained the importance of utilizing available resources when demonstrating competence.

Relatedness Activity

Lyness, Lurie, Ward, Mooney, and Lambert (2013) examined how teachers and leaders at academic health centers can use self-determined motivation theory. For relatedness, the authors suggested that academic leaders foster individual connections by creating structures that facilitate the formation of interpersonal relationships. In developing this activity, we examined some of the structures in place that the HDs could use to relate to their RAs. HDs are required to hold weekly or biweekly one-on-one meetings with their RAs. Many of these meetings occur in HD apartments or offices. Therefore, we asked the HDs to consider how the physical space, either their apartment or office, can be structured in a way that can help foster connectivity.

To begin the relatedness activity, each HD received a blank piece of paper. Using the paper, HDs were asked to design a space (either their office or HD apartment) that

will help them relate to their RAs. HDs first worked individually and then formed small groups to discuss what they designed. In order to create their designs, the HDs were asked to reflect on: a) what they plan to put in the space; b) how they could arrange the space; and c) what the space tells their RAs about themselves. Once the HDs completed their design, they formed small groups to discuss what they created and how it would help them relate to their RAs. The group reconvened as a whole to discuss major themes about relatedness from this activity.

The training workshop concluded with general questions and comments about what was covered and how the HDs can incorporate this information in RA supervision. In addition, the researcher reminded the HDs to complete the survey again after training week and provided an overview of the follow-up interviews that took place in December and January.

Phase Four: Assessment of Training and RA Needs Satisfied

The goals of this capstone are to: a) gain an understanding of the needs of student workers; b) using self-determination theory as a guide, develop a successful training to help supervisors understand and meet the needs of their RAs; and c), examine the extent to which this population of student workers report that their needs are being met. The first goal was assessed in phases one and two using a q-sort methodology to identify supervisor characteristics that RAs found most and least important in priority. In order to assess the second goal, or the training, I administered pre-training, post-training, follow-up training surveys that examined what the HDs believed their RAs would report as their highest and lowest prioritized supervision needs. In addition, the survey responses

provided data on the HDs' motivation orientation towards autonomy supportive or controlling supervision practices using Deci, Connell, and Ryan's (1989) Problems at Work Questionnaire. Furthermore, I conducted interviews with supervisors who attended the training to collect qualitative data on their supervision practices and autonomy, competency, and relatedness needs satisfaction. To assess the third goal, I administered a quantitative survey using modified versions of the Basic Needs Satisfaction at Work Scale and the Basic Needs Satisfaction with Relationships Scale developed by La Guardia, Ryan, Couchman, and Deci (2000) to measure the extent to which RAs report their needs are satisfied at work and in their relationships with their supervisors.

Surveys for HDs about RA Needs and HD Motivation Orientation

HDs took the pre-test survey prior to the August 2014 HD training week, which began one day before the workshop training session described in the previous section. The survey was electronically distributed to all 28 Hall Directors five days before the training session (a copy of the full survey can be viewed in Appendix 4). This survey contained four sections. First, HDs were asked to rate the level of importance an RA would indicate a supervisor plays in the RA work experience. Next, HDs were presented a list of 21 supervisor characteristics identical to the needs from the phase two RA Q-sort. HDs were asked to rank the needs they felt RAs prioritized as the top four most important and the bottom four least important. The third section of this survey included a modified version of Deci, Connell, and Ryan's (1989) Problems at Work Questionnaire (PAW). Eight work scenarios were presented and accompanied by four ways a supervisor may respond to each scenario. HDs were asked to rate each response on a Likert scale (1=

very inappropriate to 7= very appropriate) in terms of how appropriate they deemed the manner in which the supervisor responds. For example, one of the scenarios was: "For some time Jack's program attendance has been at a steady, average level. You suspect however that he could do better. An useful approach might be to..." For this scenario, the four responses were "a) Encourage Jack to talk about attendance at his programs and whether there are ways to improve; b) Stress to Jack that he should do better, and that he won't get ahead if he continues at his current level; c) Go over your evaluation with him and point out his relative standing with others program attendance; d) Watch him more closely, praise him for increased attendance, and point out whenever he falls behind." Each of the scenarios and response options were adapted from the original tool to match terms and job responsibilities used by the Office of Residence Life. A full list of these modifications can be viewed in Figure 5.

Item	Original	Modified	Scoring
Scenario A	Jim, an employee for several years, has generally done work on a par with others in his branch. However, for the past couple of weeks he has appeared preoccupied and listless. The work he has done is good but he has made fewer calls than usual. The most appropriate thing for Jim's supervisor to do is:	Jim, a returning RA, has generally done work on par with others on his staff. However, for the past couple of weeks he has appeared preoccupied and listless. The work he has done is good but he has made fewer appearances on his floor than usual. The most appropriate thing for Jim's Hall Director to do is:	
1.	Impress upon Jim that it is really important to keep up with his work for his own good.	Impress upon Jim that it is really important to keep up with his work for his own good.	MC
2.	Talk to Jim and try to help him work out the cause of his listlessness.	Talk to Jim and try to help him work out the cause of his lack of motivation.	НА
3.	Warn him that if he continues to work at a slower rate, some negative action might be taken.	Warn him that if he continues to be absent on his floor, some negative action might be taken.	НС

Scenario B	Let him see how his productivity compares with that of his coworkers and encourage him to catch up. Nancy, one of your employees, has been going to night school working toward her degree. She has been working hard at it, doing extremely well and is proud of her accomplishments. However, you are concerned, because she is very hard to work with whenever the pressure at school is high. You decide the best thing to do is:	Let him see how his productivity compares with that of his coworkers and encourage him to catch up. Nancy, one of your RAs, has been taken particularly challenging courses this semester. She has been working hard at it, doing extremely well and is proud of her accomplishments. However, you are concerned, because she is very hard to work with whenever the pressure at school is high. You decide the best thing to do is:	MA
5.	Ask her to talk out how she plans to handle the situation.	Ask her to talk out how she	НА
6.	Tell her that she ought to watch the balance between work and school and suggest she put more of her energies into her job.	plans to handle the situation. Tell her that she ought to watch the balance between work and school and suggest she put more of her energies into her job.	MC
7.	Point out how other working "students" have handled the problem and see if that helps her handle the situation better.	Point out how other working students have handled the problem and see if that helps her handle the situation better.	MA
8.	Insist that she cut down on the studying or take fewer courses; you can't allow it to interfere with work.	Insist that she cut down on the time she spends in the library or take fewer courses; you can't allow it to interfere with work.	НС
Scenario	One of the work teams in another	One of the RA staffs in another	
С	branch has been doing more poorly than the other groups all year. The appropriate way for that manager to handle the situation would be to:	hall has been doing more poorly than the other staffs all year. The appropriate way for that Hall Director to handle the situation would be to:	
9.	Tell them that performance has to improve and offer them	Tell them that performance has to improve and offer them	НС
10	tangible incentives to improve. Let them know how the other teams are performing so they will be motivated to do as well.	Let them know how the other staffs are performing so they will be motivated to do as well.	MA
11.	Have some discussions with the team as a whole and facilitate	Have some discussions with the staff as a whole and	НА

Scenario D	their devising some solutions for improving output. Keep a record of each individual's productivity and emphasize that it is an important performance index. For some time Jack's down times have been at a steady, average level. You suspect however that he could do better. A useful	facilitate discussion to devise some solutions for improving performance. Keep a record of each RA's individual productivity and emphasize that it is an important performance index for their evaluations. For some time Jack's program attendance has been at a steady, average level. You suspect however that he could do	MC
	approach might be to:	better. A useful approach might be to:	
13.	Encourage Jack to talk about his performance and whether there are ways to improve.	Encourage Jack to talk about attendance at his programs and whether there are ways to improve.	НА
14.	Stress to Jack that he should do better, and that he won't get ahead if he continues at his current level.	Stress to Jack that he should do better, and that he won't get ahead if he continues at his current level.	MC
15.	Go over your evaluation with him and point out his relative standing with others.	Go over your evaluation with him and point out his program attendance compared with other RAs.	MA
16.	Watch him more closely; praise him for increased output, and point out whenever he falls behind.	Watch him more closely; praise him for increased attendance, and point out whenever he falls behind.	НС
Scenario E	Recent changes in the operation have resulted in a heavier workload for all the employees. Barbara, the manager, had hoped the situation would be temporary, but today she learned that her branch would need to continue to work with the reduced staff for an indefinite period. Barbara should:	The recent termination of an RA has resulted in a heavier workload for the remaining staff members. Barbara, the Hall Director, hoped the situation would be temporary, but today she learned that they would need to continue to work with the reduced staff for an indefinite period. Barbara should:	
17.	Point out that her employees will keep their own jobs only if they can remain productive at the current rate; and then watch their	Point out that her RAs will keep their own jobs only if they can remain productive at the current rate; and then watch	НС

18.	output carefully. Explain the situation and see if they have suggestions about how they could meet the current demands. Tell all of her employees that they should keep trying because	their output carefully. Explain the situation and see if they have suggestions about how they could meet the current demands. Tell all of her RAs that they should keep trying because it is	НА
20.	it is to their advantage to do so. Encourage her employees to keep up with the work load by pointing out that people are doing it	to their advantage to do so. Encourage her RAs to keep up with the workload by pointing out that people are doing it adequately in other halls.	MA
Scenario F	There is one assignment in your territory which is regarded by all as the worst. It involves a regular visit to an unpleasant building to work on equipment that is typically abused. It has been given to the employee with the least seniority. However, Dave, the man currently assigned to this job has been doing it for sometime, as no one new has been hired. While he is generally very cooperative and satisfied in other respects, Dave seems to be increasingly resentful about this job, in part because it's an object of jokes and chiding from his peers. Dave's manager might:	There is one floor in your hall, which is regarded by all as the worst. The bulletin boards on this hall are frequently torn down and the bathrooms are always a mess. Dave is the RA currently assigned to this floor. While he is generally very cooperative and satisfied in other respects, Dave seems to be increasingly resentful about his job, in part because it's an object of jokes and chiding from his peers. Dave's Hall Director might:	
21.	Let him know that the other people at his level also have to put up with unpleasant aspects of their jobs, and give him a few examples of these.	Let him know that the other people at his level also have to put up with unpleasant aspects of their jobs, and give him a few examples of these.	MA
22.	Be clear with him that it is his responsibility and be sure he continues to do it.	Be clear with him that it is his responsibility and be sure he continues to do it.	НС
23.	Talk to him about the job, see if he can work through some of his feelings about it and the jokes that get directed at him.	Talk to him about his floor, see if he can work through some of his feelings about it and the jokes that get directed at him.	НА
24.	Point out that the job is fairly assigned based upon seniority, and that such a system works for Dave's own good as well as	Point out that the job is fairly assigned based upon seniority, and that such a system works for Dave's own good as well as	MC

	others'.	others'.	
Scenario G	Harry, who manages the parts department, seems to be creating something of a bottleneck. Important parts are often "on order" and not in stock, and he often is slow in meeting short notice demands and "emergency" situations. The best thing for his supervisor to do is:	Sarah has been getting behind on completing her program paperwork. Several days, sometimes a week or two, pass before she turns in her completed program reports. She often waits until the day before to turn in a program request. She completes all her programs and then submits all of the reports at the same time. The best thing for her Hall Director to do is:	
25.	Emphasize how important it is for him to keep up with orders and emphasize that he should meet ongoing demands.	Emphasize how important it is for her to keep up with program paperwork and emphasize that she should meet required timelines.	MC
26.	Let him know how other people in comparable positions are managing to keep up, so he can think about it. This might help him figure out how to better keep up.	Let her know how other RAs who have similar amounts of programs are managing to keep up, so she can think about it. This might help her figure out how to better keep up.	MA
27.	Insist that the orders be done within a specified time limit, and check to be sure he is meeting the deadlines.	Insist that the program requests be done within a specified time limit, and check to be sure she is meeting the deadlines.	НС
28.	Find out from Harry what he thinks is wrong and see if you can help him figure out how to better organize his operation.	Find out from Sarah what she thinks is wrong and see if you can help her figure out how to better organize her program requests reports.	НА
Scenario H	One of the customers has let you know that he is not very satisfied with the attitude of his service representative. The thing for you to do might be:	One of the residents has let you know that he is not very satisfied with the attitude of his RA. The thing for you to do might be:	
29.	Raise the matter with your subordinate to see what has been going on for him in dealing with that customer.	Raise the matter with your RA to see what has been going on for him in dealing with that resident.	НА
30.	Point out that customer satisfaction is important and that	Point out that resident satisfaction is important and	MC

31.	he should work on relating better to the customer. Show him some ways that others relate to their customers so he can compare his own style to others.	that he should work on relating better to the resident. Show him some ways that others relate to their residents so he can compare his own style to others.	MA
32.	Tell him to see to it that the customer is more satisfied and let him know you will be checking up on him.	Tell him to see to it that the resident is more satisfied and let him know you will be checking up on him.	НС

Figure 5. Modifications to the Problems at Work Questionnaire.

Scoring on the Problems at Work Questionnaire (PAW) was based on the way the HDs rated each of the supervisors' approaches provided to managing each scenario. As indicated in Figure 5, the four responses for each scenario coincided with four motivation orientations: a) highly controlling (HC), b) moderately controlling (MC), c) moderately autonomy supportive (MA), or d) highly autonomy supportive (HA). The HDs received a score on their motivation orientation, which indicated the extent to which they support self-determination at work. HDs' scores that are considered highly or moderately controlling undermine self-determination while moderately and highly autonomy-supportive scores support self-determined motivation at work. The original tool was developed in a study of corporate employees, but can be used to assess supervisors' employee motivation orientation in multiple settings (Deci, Connell, & Ryan, 1989).

The test-retest reliability of the PAW Questionnaire was α =.80 (Deci, Connell, and Ryan, 1989). The PAW was selected because it measures supervisors' orientation for employee self-determined motivation at work. Higher scores will reflect more autonomy supportive supervision and lower scores represent controlling supervision (Deci, Connell, & Ryan, 1989). As mentioned previously in studies of coaches and athletes, players

reported enhanced psychological need satisfaction when coaches demonstrated autonomy supportive behaviors (Adie, Duda, & Ntoumanis, 2012; Balaguer, et. al, 2012) and athletes reported lower intrinsic motivation when a coach was identified as controlling (Blanchard, Amiot, Perreault, Vallerand, & Provencher, 2009). This tool was used in combination with the Basic Needs Satisfaction Scales (which will be described under the RA's Basic Needs Satisfaction section) to examine the needs satisfaction of RAs who have controlling verse autonomy supportive HDs.

The verbatim post-training survey was electronically distributed to the HDs five days after the workshop training, which aligned with the end of HD August training and the beginning of RA training. The survey closed two weeks after HD August training, which was the week classes began. In January 2015, several months after the training workshop, HDs were asked to take the PAW for the third time. The follow-up-training survey was sent to the HDs during the first week of the spring semester in January and they had until the end of the month to complete it. The analysis of pre-, post-, and follow-up-training surveys will be discussed in results section.

Interviews will Hall Directors

To collect additional data about supervision practices, the 26 HDs who remained in the position throughout the fall semester were invited for a follow-up interview.

Interviews were conducted in December 2014 and January 2015 (interview protocol can be viewed in Appendix 6). The interview protocol included questions about autonomy (e.g. In what aspects of the job do your RAs have the opportunity to make choices?),

relatedness (e.g. How would you describe your relationship with your RAs?, What do you do to relate to your RAs?) and perceived competency (What informal and formal methods do you use to help RAs examine their own performance? How do you gauge your own competency as a supervisor?). Data from the interviews were coded for themes around autonomy, relatedness, and competency as well as supervision practices that support (e.g. autonomy supportive) or thwart (e.g. controlling) self-determined motivation. The interviews provided supplemental data about HDs' supervision practices to the quantitative data from surveys as well as more in-depth understanding of how the training workshop topics influenced HDs in their supervisory decision-making.

RAs' Basic Needs Satisfaction

La Guardia, Ryan, Couchman, and Deci (2000) examined the associations among autonomy, relatedness, and competency needs satisfaction and individual well-being across relationships. The researchers developed two measures –Basic Needs Satisfaction at Work (BNSAW) and Basic Needs Satisfaction in Relationships (BNSIR)– which were used to assess the extent to which the RAs' needs are satisfied. When these instruments were designed, the participants were also undergraduate college students so it is an appropriate measure for this population. The original instrument examined relationships with six specific figures: mother, father, romantic partner, best friend, roommate, and significant adult. Reliability for ratings for a significant adult was a=.90 (La Guardia, Ryan, Couchman, & Deci, 2000). The modified versions of these two scales have been adjusted for the RA job and the HD as the significant person. An example of an item in the modified BNSAW is "People at work (e.g. my HD or other RAs) tell me I am good at

what I do." An example of an item on the modified BNSIR is "When I am with my Hall Director, I have a say in what happens and I can voice my opinions." A full list of the modifications can be viewed in Figures 6 and 7.

Item	Original	Modified	Scoring
1.	I feel like I can make a lot of inputs to deciding	I feel like I have a lot of inputs to deciding	A
2.	how my job gets done. I really like the people I work with.	how I do my RA job. I like the people I work with	R
3.	I do not feel very competent when I am at work.	I do not feel very competent when I am at	C
3.	I do not reer very competent when I am at work.	work.	C
4.	People at work tell me I am good at what I do.	People at work (i.e. my HD or other RAs) tell me I am good at what I do.	С
5.	I feel pressured at work.	I feel pressured in my RA job.	A
6.	I get along with people at work.	I get along with people on my staff and in ORL.	R
7.	I pretty much keep to myself when I am at work.	I pretty much keep to myself when I am at work.	R
8.	I am free to express my ideas and opinions on the job.	I am free to express my ideas and opinions on the RA job.	A
9.	I consider the people I work with to be my friends.	I consider the people I work with to be my friends.	R
10.	I have been able to learn interesting new skills on my job.	I have been able to learn interesting new skills on my RA job.	С
11.	When I am at work, I have to do what I am told.	When I am at work, I have to do what I am told.	A
12.	Most days I feel a sense of accomplishment from working.	Most days I feel a sense of accomplishment from working as an RA.	С
13.	My feelings are taken into consideration at work.	My feelings are taken into consideration at work.	A
14.	On my job I do not get much of a chance to show how capable I am.	For my RA job, I do not get a chance to show how capable I am.	С
15.	People at work care about me.	People at work care about me.	R
16.	There are not many people at work that I am close to.	There are not many people at work that I am close to.	R
17.	I feel like I can pretty much be myself at work.	I feel like I can pretty much be myself at work.	A
18.	The people I work with do not seem to like me much.	The people I work with do not seem to like me much.	R
19.	When I am working I often do not feel very capable.	When I am working I often do not feel very capable.	С
20.	There is not much opportunity for me to decide for myself how to go about my work.	There is not much opportunity for me to decide for myself how to go about my work.	A
21.	People at work are pretty friendly towards me.	People at work are pretty friendly towards me.	R

Figure 6. Modifications to the Basic Needs Satisfaction at Work Scale.

Item		Original	Modified	Scoring
	1.	When I am with XXXXXXX, I feel free to be who I am.	When I am with my Hall Director, I feel free to be who I am.	A
	2.	When I am with XXXXXXX, I feel like a competent person.	When I am with Hall Director, I feel like a competent person.	С
	3.	When I am with XXXXXXX, I feel loved and cared about.	When I am with Hall Director, I feel loved and cared about.	R
	4.	When I am with XXXXXXX, I often feel inadequate or incompetent.	When I am with my Hall Director, I often feel inadequate or incompetent.	С
	5.	When I am with XXXXXXX, I have a say in what happens, and I can voice my opinion.	When I am with Hall Director, I have a say in what happens, and I can voice my opinion.	A
	6.	When I am with XXXXXXX, I often feel a lot of distance in our relationship.	When I am with Hall Director, I often feel a lot of distance in our relationship.	R
	7.	When I am with XXXXXXX, I feel very capable and effective.	When I am with Hall Director, I feel very capable and effective.	С
	8.	When I am with XXXXXXX, I feel a lot of closeness and intimacy.	When I am with Hall Director, I feel a lot of closeness and intimacy.	R
	9.	When I am with XXXXXXX, I feel controlled and pressured to be certain ways.	When I am with my Hall Director, I feel controlled and pressured to be certain ways.	A

Figure 7. Modifications to the Basic Needs Satisfaction in Relationships Scale.

As indicated in Figures 6 and 7, the BSNAW and BSNIR scales had three subscales: autonomy (A), competency (C), and relatedness (R), which coincided with statements that address one of the three basic needs from Deci and Ryan's (1985) Basic Needs Satisfaction Theory. La Guardia, Ryan, Couchman, and Deci (2000) noted that the quality of relationships with significant others is also predicted by the perceived satisfaction of the need for autonomy and competence. Therefore, it is hypothesized that the scores on the subscales of BSNAW and BSNIR will have a positive correlation.

Data Analysis

The results of the pre- and post-training were analyzed in several ways. First, I compared the ways in which the HDs perceived their RAs' most and least important supervision needs and identification of the three basic psychological needs from their pre- and post-test results. It was hypothesized that HDs would rank the needs in a more similar way to the RAs on the second attempt and be able to accurately identify the basic

psychological needs better on the second attempt. Additionally, the pre- (before the HD training week began), post- (one-to-two weeks after the supervision workshop held during HD training), and follow-up-training (January 2015) responses to the Problems at Work Questionnaire were examined to assess HD motivation orientation. To examine a change in the motivation orientation, mean scores were compared using a repeated measures analysis of variance (ANOVA) at a p < .05 level. For the post- and follow-uptraining results, it was hypothesized that the HD motivation orientation scores would be higher to indicate more autonomy-supportive orientation. To examine RAs' needs satisfaction, scores from the BNSAW and BNSIR were compared using bivariate correlations. It was hypothesized that the scores on the BNSAW and BNSIR would have a positive correlation which can be interpreted as RAs who perceive a higher satisfaction at work would also perceive a higher satisfaction in the relationship with their HD. Based on scores from the PAW questionnaire, HDs received an average score on their motivation orientation and were divided into two groups: 1) controlling, or 2) autonomysupportive. RA need satisfaction scores and HD motivation orientation groups were compared using an one-way analysis of variance at the p < .05 level. It was hypothesized that RAs with autonomy-supportive HDs would have greater satisfaction with work and in their relationships with their HDs than RAs with controlling HDs, measured by the BNSAW and BNSIR scores.

CHAPTER 4

RESULTS

The results of the third and fourth phases of this study will be described in this section. In August 2014, HDs attended a workshop which covered Deci & Ryan's self-determination and basic needs satisfaction theory, most and least important reported needs of RAs from the second phase, and supervision practices to meet their RAs' needs. HDs took a survey before the workshop, one to two weeks after the workshop, and once again in January 2015. In addition, in January 2015, RAs participated in a survey to examine the extent to which they were satisfied with their work as an RA and their relationship with their HD.

HD Demographics and Participation

At the beginning of August 2014 summer training, there were 28 Hall Directors. Of the 28 HDs, 36% identified as male and 61% female, 32% indicated they were 18-21 years of age, 54% 22-24 years old, 7% 25-30 years old, and 7% would rather not say. Over half of the HDs (54%) identified as Caucasian/White, 19% as African American/Black, 1% as Hispanic or Latino/a, 15% as having more than one ethnicity, and 11% would rather not say. More than half (54%) of the HDs were in their first year in this position, 35% have been an HD for more than one year but less than three years, and 11% have been an HD for more than three years, but less than five years. At this particular institution, there are HD opportunities for undergraduates, graduate students, and full time professionals. In 2014-2015, 46% of the HDs were undergraduate students, 42% graduate students, and 12% professional staff members. The residence hall capacity

varies from about 70 to over 400 residents so the size of hall staffs vary as well. This year, 18% of the HDs supervise 1-4 RAs, 54% 5-7 RAs, 14% 8-12 RAs, and 14% 13-18 RAs. Of the 28 HDs, 74% have previously held a supervisory position and 60% have previously supervised student workers. All 28 HDs completed the pre-training survey. Twenty-seven of 28 HDs participated in the workshop during August training. One HD was excused for a family affair. The post training survey was completed by 26 of the 28 HDs. Two HDs resigned in September and did not participate in the post-training survey (one-to-two weeks after the training), follow-up training survey (January 2015), or the interviews so they were removed from the data. The RAs in the halls of those two HDs were not included in the RA needs satisfaction survey. The total number of HDs used in the analysis is 26.

Table 5. *Table of HD Characteristics in Percentages.*

HD Characteristics in Percentages

nd Characteristics in Fercentages					
N=26	Total				
Gender					
Female	61%				
Male	36%				
Ethnicity					
Caucasian/White	54%				
African American/Black	19%				
Asian/Pacific Islander	0%				
Hispanic	1%				
Native American	0%				
Multiracial/Other	15%				
Rather not say	11%				
Years of Age					
18-21 years old	32%				
22-24 years old	54%				
25-30 years old	7%				
Rather not say	7%				

Years of Experience	
1st year HD	54%
1-3 years	35%
3-5 years	11%
HD Classification	
Undergraduate HD	46%
Graduate HD	42%
Full time HD	12%
Number of RAs	
1-4 RAs	18%
5-7 RAs	54%
8-12 RAs	14%
13-18 RAs	14%
Supervision Experience	
Previously held supervisory position	74%
Previously supervised student	
workers	60%

For the analysis, 100% of the 26 HDs completed the pre-training survey before the workshop. The post-training survey was sent to the HDs one week after the workshop and 25 of 26 HDs completed the post-training survey between August 8 and August 31, 2014. The follow-up-training survey was sent to the HDs during the first week of the spring semester in January and they had until the end of the month to complete it. Seventeen of 26 HDs, approximately 65%, completed the follow-up-training survey.

Basic Needs Satisfaction Theory Pre- and Post-training Responses

Prior to attending the workshop, 1 of 26 Hall Directors correctly identified the three basic psychological needs from Deci & Ryan's theory. In the post-training survey, 8 of 26 correctly identified and 7 of 26 partially identified the Deci & Ryan's three basic psychological needs. Therefore, it can be concluded after training about SDT and BSNT, HDs can more accurately identify basic psychological needs.

In the 2014 RA survey, 86% indicated their supervisor was important in their over student employment experience. In the 2015 follow-up survey, 83% of the RAs indicated the supervisor plays an extremely or very important role in their overall student experience. When asked about the role of the supervision in the RA work experience prior to the workshop, 90% of the HDs felt RAs would say the supervisor plays an extremely or very important role in their overall work experience. In the post-training survey, 92% of the HDs felt RAs would say the supervisor plays an extremely or very important role in their overall student experience. These findings confirm that the supervisor is a significant individual in the work experience for RAs and HDs.

RA Needs Ranking

Research Question 1: Of the supervision needs reported by RAs, what do supervisors (HDs) identify as the most important? How does this compare to the RAs' needs rankings?

In the pre- and post-training surveys, HDs were asked to identify what supervision qualities are most and least important for RAs. RAs who participated in the 2014 Q-sort survey indicated easily accessible and available, trustworthy and reliable, timely and organized, and competent and knowledgeable as their most important supervision needs. RAs reported that supervisors who are celebratory, developmental, have strong oral and written communication skills, and involved were among their lowest supervision needs. In the pre-test, the HDs selected "easily accessible and approachable, competent and knowledgeable, transparent, and supportive" as the most important needs that they believed their RAs would indicate. For the pre-test, "assertive and powerful,

celebratory, strong oral and written communication, and professional" were ranked of least importance by the HDs.

During the training workshop, I revealed both the HDs and RAs supervision needs rankings and conducted a discussion regarding the similarities and differences between the two lists. After the training workshop, the HDs completed the ranking for the second time. Tables 6 and 7 display the rankings for the RAs and the HDs.

Table 6. *Table of the Most Important Needs Comparison*

RA Rankings	HD Pre-Training Ranking	HD Post-Training Ranking
Easily accessible and	Easily accessible and	Easily accessible and
approachable (58%)	approachable (73%)	approachable (81%)
Competent &	Competent &	
Knowledgeable (55%)	Knowledgeable (42%)	Timely & Organized (62%)
Trustworthy & Reliable		
(55%)	Transparent (38%)	Supportive (50%)
		Competent &
Timely & Organized (55%)	Supportive (35%)	Knowledgeable (46%)
		Trustworthy & Reliable
		(38%)

Table 7. *Table of the Least Important Needs Comparison*

RA Rankings	HD Pre-Training Ranking	HD Post-Training Ranking
	Assertive and Powerful	
Celebratory (58%)	(65%)	Celebratory (81%)
		Assertive and Powerful
Developmental (53%)	Celebratory (54%)	(54%)
Strong oral and written	Strong oral and written	Strong oral and written
communication skills (50%)	communication skills (54%)	communication skills (50%)
Involved (41%)	Professional (46%)	Involved (46%)
Professional (40%)	Developmental (38%)	Developmental (38%)

The training appeared to influence the HDs' responses in the post-training because their responses aligned closer to what the RAs ranked as what they need most from their supervisor. Timely and organized was not one of the highest ranked needs on the HD pre-training survey but showed up as one of the most important qualities on the post-training

survey for the HDs. Although it was not one of the highest ranked needs by the RAs, supportive remained on the post-training survey HD list. The RAs rated "supportive" as the tenth most important of twenty-one qualities of a supervisor. On the second attempt, HDs did not rank "professional" as one of the least important qualities on the posttraining survey but "involved" made the second list so the alignment was closer to what the RAs ranked. During the workshop we discussed how an overly involved HD does not support RA autonomy and can undermine self-determination at work. On both attempts, assertive and powerful remained on the HDs rankings for the least important needs. Assertive and powerful was ranked on the lower end of the spectrum by the RAs but it was not one of the four least important needs. Additionally, "supportive" stayed in the most important qualities on the HDs' post-training rankings and this was not one of the highest ranked needs of the RAs. On the Q-sort, supportive was defined as "provides encouragement and emotional support that is both personal and professional." The term "supportive" will be discussed further during Chapter 4 as it came up during the HD interviews. The supervision needs rankings between the RAs and the two attempts by the HDs has some interesting implications and will be considered in the last chapter.

HD Motivation Orientation

Research Question 2: Does a training workshop for HDs based on Self-Determination Theory change their RA supervision practices and motivation orientation?

Before the week the HD training began, one-to-two weeks after training ended, and when the spring semester began, the HDs took a modified version of Deci, Connell, and Ryan's (1989) Problems at Work Questionnaire (PAW). After reading 8 scenarios,

the HDs were asked to rate each response on a Likert scale (1= very inappropriate to 7= very appropriate) in terms of how appropriate they deemed the manner in which the supervisor responded. One hundred percent (26 of 26) of the HDs completed the pretraining survey, 92% (24 of 26) of the HDs completed the post-training survey, and 65% (17 of 26) of the HDs completed the follow-up training survey.

Each HD received a score for the subscales of motivation orientations: a) highly controlling (HC), b) moderately controlling (MC), c) moderately autonomy supportive (MA), or d) highly autonomy supportive (HA) as well as an overall motivation orientation scores. According to Deci, Connell, and Ryan (1989), the subscale scores can combined into one overall score, which reflects the supervisor's motivation orientation toward control versus autonomy-supportive supervision. The procedure for combining the four subscales into one total scale score, as described in Deci, Connell, and Ryan (1989) involved weighting the average for the highly controlling responses with a -2 (minus two); weighting the moderately controlling average with -1 (minus one); weighting the average for the moderately autonomous subscales with +1; and weighting the average for highly autonomous with +2. The overall score demonstrates the manager's orientations toward control versus autonomy support, with a higher score reflecting a more autonomy supportive orientation and a lower score or a more negative score reflecting a more controlling orientation. The PAW scores from the pre (Time 1), post (Time 2), and follow-up-training (Time 3) survey were compared.

Table 8. Table of HD PAW Scores Pre- and Follow-up-Training

HD PAW Pre- and Post-test PAW Scores (n=24)

	Pre-test		Post-test				
	Mean	Std Dev	Mean	Std Dev	T	df	p
Overall	5.52	2.22	6.00	2.78	670	23	.509
Highly controlling (HC)	-5.90	1.21	-6.02	2.27	.277	23	.784
Moderately controlling (MC)	-3.23	0.74	-3.22	1.07	050	23	.960
Moderately autonomy-supportive (MA)	2.99	0.81	3.15	0.79	-1.15	23	.262
Highly autonomy-supportive (HA)	11.66	1.80	12.09	1.24	-1.62	23	.119

The one-tailed paired samples t-test revealed that there were no significant differences from the HDs' motivation orientation combined or overall scores on the pretraining PAW compared to HD overall motivation orientation scores on the post-training PAW (m = -.479, s = 3.50), t(23) = -.670 p = .509. The one-tailed paired samples t-test revealed no significant differences from the HDs' motivation orientation subscale scores on the pre-training PAW compared to HD motivation orientation scores on the post-training PAW HC (m = .125, s = 2.21), t(23) = .277, p = .784, MC (m = -.010, s = 1.01), t(23) = -.050, p = .960, MA (m = -.156, s = .666), t(23) = -1.15, p = .262, and HA (m = -.438, s = 1.32), t(23) = -1.62, p = .119. To summarize, based upon how the HDs responded to the Problems at Work (PAW) questionnaire, there were no significant differences between the pre- and post-training workshop orientations along either the controlling or the autonomy-supportive dimensions. Thus, on the aggregate level, the training workshop did not appear to change the HDs' motivation orientation significantly in either direction.

Table 9. Table of HD PAW Scores Pre- and Follow-up-Training

	Pre-test		Post-test				
	Mean	Std Dev	Mean	Std Dev	T	df	p
Overall	5.45	1.85	5.04	1.84	.989	16	.337
Highly controlling (HC)	-6.13	1.16	-6.68	1.10	1.63	16	.122
Moderately controlling (MC)	-3.27	0.64	-3.16	0.81	528	16	.605
Moderately autonomy-supportive (MA)	3.10	0.70	3.02	0.91	.495	16	.627
Highly autonomy-supportive (HA)	11.75	1.22	11.85	1.63	224	16	.825

The one-tailed paired samples T-test revealed that there were no significant differences from the HDs' overall motivation orientation scores on the pre-training PAW compared to HD overall motivation orientation scores on the follow-up-training PAW (m = .412, s = 1.72), t(16) = .989, p. = .337. The one-tailed paired samples t-test revealed that there were no significant differences from the HDs' motivation orientation subscale scores on the pre-training PAW compared to HD motivation orientation subscale scores on the follow-up-training PAW HC (m = .554, s = 1.38), t(16) = 1.63, p = .122, MC (m = .110, s = .861), t(16) = .528, p = .605, MA (m = .081, s = .673), t(16) = .495, p = .627, and HA (m = -.103, s = 1.89), t(16) = -.224, p = .825. There were no significant differences in pre- and follow-up-workshop motivation orientations along either the controlling or the autonomy supportive dimensions. Thus, on the aggregate level, the workshop did not appear to change their motivation orientation significantly in either direction over the longer-term measure either.

The four motivation orientation subscales scores were combined into an overall motivation orientation mean scores for the pre-, post-, and follow-up-training. Overall scores that were closer to zero or negative indicated the supervisor had a more controlling motivation orientation and those with higher scores were identified as autonomy-

supportive. Overall PAW scores will be used in additional analysis throughout this chapter.

Motivation Orientation Groups

Two reasons why the mean differences between PAW scores may not have been significant may be related to the small sample size and the large variation in scoring. For example, the PAW scores for HDs ranged from .875 to 9.50 on the pre-training test, 1.375 to 11.125 on the post-training test, and 2.00 to 8.875 on the follow-up-training. Higher scores are associated with supporting self-determination at work and lower scores would indicate thwarting self-determined motivation. In order to provide another mechanism through which to view the PAW findings, HDs were divided into two groups: controlling (scores 0 to 5.5) and autonomy supportive (scores 5.51 to 11). A detailed breakdown of the individual HDs and their motivation orientation groupings over the three intervals is shown below (Figure 8).

Hall		Pre			Post			Follow-up	
Director	Group		Score	Group		Score	Group		Score
1260		Autonomy Supportive	5.625		Autonomy Supportive	9.125		Autonomy Supportive	6.625
1535		Controlling	5		Controlling	4		Controlling	4
1637		Autonomy Supportive	7.25		Controlling	5.375		Controlling	4.375
2581		Autonomy Supportive	6.375		Controlling	4.125		Controlling	5.125
2626		Autonomy Supportive	7.875		Controlling	3.25			
2732		Autonomy Supportive	6.625					Controlling	3.5
3272		Controlling	3		Controlling	4.25			
3810		Autonomy Supportive	7.125		Autonomy Supportive	6.375		Controlling	3.75
3822		Autonomy Supportive	9.375		Autonomy Supportive	7.25			
3891		Autonomy Supportive	5.75		Autonomy Supportive	9.375			
4002		Controlling	4.375		Controlling	4.625		Autonomy Supportive	7.5
4038		Controlling	0.875		Autonomy Supportive	11.125			
4281		Controlling	3.25		Autonomy Supportive	5.625		Controlling	4.25
4500		Controlling	4.75		Controlling	4		Controlling	5.375
4561		Controlling	4.375		Autonomy Supportive	9.5		Controlling	5.25
4787		Autonomy Supportive	9.5		Autonomy Supportive	9.875		Autonomy Supportive	8.875
6252		Autonomy Supportive	6.625		Autonomy Supportive	8.25		Autonomy Supportive	5.75
6323		Controlling	3.5						
6575		Controlling	4.625		Controlling	3.625			
6644		Controlling	5.375		Controlling	1.375		Controlling	5.25
7324		Controlling	2.25		Controlling	3.75		Controlling	2
8127		Controlling	2.5		Controlling	5.75		Controlling	3
8129		Autonomy Supportive	8.625		Autonomy Supportive	5.125			
8684		Autonomy Supportive	6.375		Autonomy Supportive	10.75			
8960		Autonomy Supportive	6.75		Controlling	2		Autonomy Supportive	7.75
9953		Controlling	4.875		Controlling	5.5		Controlling	3.25

Figure 8. HD Motivation Orientation and Scores on Pre, Post, and PostPost

As Figure 8 displays, examining how individual HD motivation orientations changed or remained consistent revealed some interesting patterns. In sum, in the pre-training survey, exactly one-half of the HDs scores were identified as controlling motivation orientations and one-half responded with autonomy-supportive motivation orientations (13 to 13). In the post-test immediately following the HD training week, slightly more (13 to 11) HDs demonstrated scores, which indicated controlling orientations than autonomy-supportive. Surprisingly, in the follow-up training survey administered several months after the training workshop, the clear majority (12 to 5) demonstrated a controlling over an autonomy-supportive motivation orientation. Moreover, of those HDs who changed their motivation orientation from pre- to post- or follow-up training survey, more tended to shift from autonomy-supportive to controlling than the other way around. The fluctuation of motivation orientation will be considered in the concluding chapter.

HD Classification and Motivation Orientation

As mentioned previously, this institution hires undergraduate students, graduate students, and professional staff members to manage residence halls. To examine if there were any differences among motivation orientation between HD classifications, I conducted a repeated measures analysis of variances for pre- and post-training workshop PAW scores.

Table 10.

Table of Changes in Overall PAW Scores by HD Type for Pre- and Post-Training HD Pre- and Post-test PAW Scores by HD Type (n=24)

		Pr	e-test	Po	st-test			
Overall PAW scores	N	Mean	Std Dev	Mean	Std Dev	F	df	p
Undergraduate HD	12	5.17	2.00	5.86	2.45	.096	2, 20	.909
Graduate HD	9	6.18	2.04	6.33	3.60			
Fulltime HD	3	4.96	3.86	5.54	1.75			

The univariate analysis of variance revealed that there were no significant differences between HD classifications for overall motivation orientation scores on the pre-training PAW compared to HD overall motivation orientation scores on the post-training PAW F(2, 20) = .096, p = .909. In comparing between subject effects of HD classification, there were no significant differences in pre- and post-training workshop motivation orientations for undergraduate, graduate, or fulltime HDs. Thus, on the aggregate level, the workshop did not appear to change the motivation orientation significantly for any one particular classification of HD (i.e., undergraduate, graduate student, or full-time HD). However, there were very small numbers of HDs classified as undergraduates, graduate students, and full-time staff, which likely led to the analysis of variance being underpowered and possibly non-interpretable.

To examine if there were any differences among motivation orientation between HD classifications on pre- and follow-up training motivation orientation, I conducted an univariate analysis of variances for pre- and follow-up-training workshop PAW scores.

Table 11.

Table of Changes in Overall PAW Scores by HD Type for Pre- and Follow-up-Training
HD Pre- and Post-test PAW Scores by HD Type (n=17)

		Pr	e-test	Follo	w-up-test			
Overall PAW scores	N	Mean	Std Dev	Mean	Std Dev	F	df	p
Undergraduate HD	7	5.59	1.09	4.96	1.45	.206	2, 13	.816
Graduate HD	8	6.00	2.08	5.58	2.04			
Fulltime HD	2	2.75	0.707	3.16	1.59			

The repeated measures analysis of variance revealed that there were no significant differences between HD classifications for overall motivation orientation scores on the pre-training PAW compared to HD overall motivation orientation scores on the follow-up-training PAW F(2, 13) = .206, p = .816. In comparing between subject effects of HD

classification, there were no significant differences in pre- and follow-up-training workshop motivation orientations for undergraduate, graduate, or fulltime HDs. Thus, on the aggregate level, the workshop did not appear to change their motivation orientation significantly for any one particular HD type over the longer-term either. At first glance the means for the HD classification groups appear different but there were such small numbers of HDs classified as undergraduates, graduate students, and full-time staff, which likely led to the analysis of variance being underpowered and possibly non-interpretable.

I examined the overall scores to see if there were patterns regarding the changes in motivation orientation for the three trials between the three classifications (e.g., HDs with higher PAW scores tended to be professional staff members). I conducted a one-way analysis of variance between the overall PAW scores for pre-, post-, and follow-up-training.

Table 12.

Table of One-Way Analysis of Variance for Overall PAW Mean Scores by HD Type

ANOVA of PAW Scores by HD Type Undergraduate HD Full Time HD Graduate HD Std Dev Mean Std Dev Fdf Mean Mean Std Dev Pre-Training Overall PAW Scores 5.17 2.00 5.98 4.96 3.86 0.476 2, 25 2.00 0.627 Post-Training Overall PAW Scores 2, 23 5.86 2.45 6.33 3.60 5.54 1.75 0.110 0.896 Follow-up-Training Overall PAW Scores 4.96 1.45 5.58 2.05 3.13 1.59 1.527 2, 16 0.251

The one-way analysis of variance was used to compare mean scores on the PAW at pre-, post-, and follow-up-training. The results displayed in Table 12 showed no significant difference between HD classification (F(2,25) = .476, p = .627) on the pre-training scores, (F(2,25) = .476, p = .627) on the pre-training scores, (F(2,23) = .110, p = .896) on the post-training scores, and (F(2,16) = 1.527, p = .251) on the follow-up-training scores. There were no significant differences between motivation orientations for HD classifications. Therefore, one might conclude that there will be autonomy-supportive and controlling motivation orientations for undergraduate, graduate, and full-time HDs and no one group will have a tendency toward a particular motivation orientation. However, given that there were only 17 HDs who filled out all three versions of the PAW survey (pre-training, post-training, and follow-up-training), there were very small numbers of HDs classified as undergraduates, graduate students, and full-time staff, which likely led to the ANOVA being underpowered and possibly non-interpretable.

Summary. There were several findings about motivation orientation as measured by the Problems at Work (PAW) questionnaire. HDs took the PAW before the training workshop, one-to-two weeks after the training workshop, and five months after the workshop. It was hypothesized the training workshop would shift HD motivation orientation from controlling to autonomy-supportive. However it did not appear to change the HDs' motivation orientation significantly in either direction. Additionally, of those HDs who changed their motivation orientation from pre- to post- or follow-up-test, more tended to shift from autonomy-supportive to controlling than the other way around. When examining the effects of the training workshop between undergraduate, graduate, and full-time HDs, there did not appear any within-HD classification differences. Also,

there were no significances between undergraduate, graduate, and full-time HDs regarding their motivation orientation scores. These findings pose interesting implications, which will be discussed in the concluding chapter.

RA Needs Satisfaction Survey

Research Question 3: What is the relationship between supervisor motivation orientation (autonomy-supportive or controlling) and RA perceived needs satisfaction at work and in the relationship with their HD?

La Guardia, Ryan, Couchman, and Deci's Basic Needs Satisfaction at Work (BNSAW) and Basic Needs Satisfaction in Relationships (BNSIR) were used to assess the extent to which the RAs' needs are satisfied. In January 2015, 180 RAs were sent a survey containing modified versions of the BNSAW and BNSIR (full survey can be view in Appendix 7). A full list of original and modified items can be viewed in Figures 6 and 7 in the previous chapter. At this institution, there are about 200 RAs employed by the Office of Residence Life each year. For this survey, any RAs whose HD resigned during the fall semester were removed from the population. Any RA who was hired after the first of November was also excluded because they may not have enough experience to assess their perceived needs satisfaction. The total number of RAs considered in this population was 180. Of the 180 RAs who were sent the survey, 44% responded and there were 75 completed responses. Of the RAs who completed the survey, 30% identified as male and 70% female, 52% indicated they were 19 years of age, 33% 20 years old, 11% 21 years old, and 3% 22 years old. Seventy-six (76%) percent of RAs who completed the survey identified as Caucasian/White, 17% as African American/Black, 7% as Hispanic

or Latino/a, Other, or having more than one ethnicity. About 40% of the RAs received a scholarship or grant, and 16% indicated they receive a Pell grant. Of the RAs who completed the survey, 64% were sophomores or second year students, 25% juniors or third year students, and 9% seniors or fourth year students. All the RAs were in their first year (81%) or second year (19%) in this position. About a quarter (23%) hold additional employment during the academic year. Over half (51%) intend to work as an RA next year, 28% plan to work on campus in another position, 17% plan to work off-campus, and 24% were not sure but plan to work. Of the participants who responded, 32% had a professional staff member as their supervisor, 37% had an undergraduate student supervisor, and 31% had a graduate student supervisor.

Table 13.

Table of Characteristics in Percentages of Needs Satisfaction RA Participants.

	Total
Gender	
Female	70%
Male	30%
Ethnicity	
Caucasian/White	76%
African American/Black	17%
Asian/Pacific Islander	0%
Hispanic	1%
Native American	0%
Multiracial/Other	6%
Student Status	
Sophomore	64%
Junior	25%
Senior	9%
Years of Age	
19 years old	52%
20 years old	33%
21 years old	11%
22 years old	3%

Financial Aid	
Receive scholarship or grant	40%
Receive a Pell Grant	16%
Years of Experience	
1st year RA	81%
2nd year RA	19%
3rd year RA	
Additional employment	
Hold another paid job	23%
Employment for 2015-2016	
Intend to work as an RA	51%
Work on-campus in another role	28%
Work off-campus	17%
Not sure but plan to work	24%
Type of Supervisor	
Undergraduate HD	37%
Graduate HD	31%
Full time HD	32%

RA Needs Satisfaction

After completing the Basic Needs Satisfaction at Work (BNSAW) and Basic Needs Satisfaction in Relationships (BNSIR) scales, RAs received a satisfaction score for questions related to autonomy (0-7), relatedness (0-7), competency (0-7) with a total satisfaction score out of 21.

Table 14.

Table of Basic Needs Satisfaction at Work (BNSAW) and Basic Needs Satisfaction in Relationship (BSNIR) Scores

•	N	Minimum	Maximum	Mean	Std. Deviation
Total BNSAW Score	74	8.39	20.14	16.44	2.235
BNSAW Autonomy Score	74	1.14	6.43	4.81	1.028
BNSAW Competency Score	74	3.00	7.00	5.77	0.843
BNSAW Relatedness Score	74	3.88	7.00	5.86	0.745
Total BNSIR Score	71	4.33	21.00	15.91	4.335
BNSIR Autonomy Score	71	1.00	7.00	5.19	1.719
BNSIR Competency Score	71	1.33	7.00	4.95	1.511
BSNIR Relatedness Score	71	1.67	7.00	5.77	1.315

Note: Scores range from 0-7, higher scores indicate greater perceived satisfaction

Table 15.

Correlations of Basic Needs Satisfaction at Work (BNSAW) and Basic Needs Satisfaction in Relationship (BSNIR) Scores

1 \	,					
	1	2	3	4	5	6
1. BNSAW-A		.744**	.451**	.735**	.592**	.664**
2. BNSAW-C			.553**	.620**	.506**	.620**
3. BNSAW-R				.459**	.454**	.530**
4. BNSIR-A					.874**	.875**
5. BNSIR-C						.838**
6. BNSIR-R						

Note: Correlations marked with ** is significant at the 0.01 level.

La Guardia, Ryan, Couchman, & Deci (2000) maintained there is a strong relationship between degree of satisfaction of the relatedness need as measured through the BSNIR score and the quality of relationship with the significant person, in this case the Hall Director. In addition, the quality of relationships with significant persons is also predicted by the degree to which one experiences satisfaction of the need for autonomy and the need for competence. As shown in Table 15, these findings are confirmed because the RA needs satisfaction at work scores are correlated with the satisfaction in the relationship with their HD scores.

HD Motivation Orientation and RA Needs Satisfaction

To examine any differences in mean scores of RA needs satisfaction and satisfaction with their supervisors' motivation orientation, a one-way analysis of variance (ANOVA) was conducted for the two HD groups. Because HD motivation orientation was not consistent over time, the analysis was conducted for the post-training scores as well as the follow-up training scores. It was hypothesized that RAs with autonomy supportive supervisors will have higher satisfaction with both their needs being met and with their supervisors than RAs with controlling supervisors.

Table 16. *Table of HD Motivation Orientation Groups Descriptive Statistics*

		Frequency	Percent	Valid Percent
Post-Training	Controlling	40	54.1	56.3
	Autonomy Supportive	31	41.9	43.7
	Total	71	95.9	100.0
Follow-up-Training	Controlling	42	56.8	71.2
	Autonomy Supportive	17	23.0	28.8
	Total	59	79.7	100.0

Table 17.

Table of One Way Analysis of Variance for RA Needs Satisfaction by Post-Training HD Motivation Orientation Groups

ANOVA of RA Needs Satisfaction by HD Post-Training Motivation Orientation Groups

	HD		HD				
	Con	Controlling		Autonomy Supportive			
	Mean	Std Dev	Mean	Std Dev	F	df	p
BNSAW Autonomy	4.58	1.09	4.95	1.00	2.018	69	.160
BNSAW Competency	5.60	0.83	5.88	0.86	1.721	69	.194
BNSAW Relatedness	5.85	0.63	5.89	0.83	.060	69	.808
BNSIR Autonomy	4.43	1.87	5.56	1.59	6.831	66	.011
BNSIR Competency	5.57	1.21	5.86	1.40	2.351	66	.130
BNSIR Relatedness	4.57	1.56	5.16	1.50	.732	66	.395

The one-way analysis of variance revealed that there were no significant differences on

the needs satisfaction subsets between post-training HD motivation orientation groups on the BNSAW Autonomy (F(1,69) = 2.018, p > .05), BNSAW Competency (F(1,69) = 1.721, p > .05), BNSAW Relatedness (F(1,69) = .060, p > .05), BNSIR Competency (F(1,66) = .732, p > .05), and BNSIR Relatedness (F(1,66) = 2.351, p > .05) scores. The one-way analysis of variance revealed that there were significant differences on the needs satisfaction in relationship autonomy scores between HD motivation orientation groups BNSIR Autonomy (F(1,66) = 6.831, p < .05). RAs with controlling HDs had mean scores of 4.42 (1.87 SD) for BNSIR Autonomy, while RAs with autonomy-supportive HDs had mean scores of 5.56 (1.59 SD). Therefore it can be concluded that RAs with autonomy-supportive HDs reported greater needs satisfaction for autonomy subcategory than RAs with controlling HDs.

Table 18.

One Way Analysis of Variance of RA Needs Satisfaction by Follow-up-Training HD

Motivation Orientation Groups

ANOVA of RA Needs Satisfaction by HD Post-Training Motivation Orientation Groups

	HD		HD				
	Controlling		Autonomy-Supportive				
	Mean	Std Dev	Mean	Std Dev	\overline{F}	df	p
BNSAW Autonomy	4.59	1.13	4.90	0.89	1.159	57	.286
BNSAW Competency	5.61	0.89	5.83	0.80	.862	57	.357
BNSAW Relatedness	5.78	0.71	6.03	0.64	1.704	57	.197
BNSIR Autonomy	4.75	1.78	5.67	1.54	3.803	55	.056
BNSIR Competency	5.41	1.35	6.25	0.98	5.931	55	.018
BNSIR Relatedness	4.48	1.34	5.47	1.49	6.524	55	.013

The one-way analysis of variance revealed that there were no significant differences on the needs satisfaction subsets between post-training HD motivation orientation groups on the BNSAW Autonomy (F(1,57) = 1.159, p > .05), BNSAW

Competency (F(1,57) = .682, p > .05), BNSAW Relatedness (F(1,57) = 1.704, p > .05), and BNSIR Autonomy (F(1,57) = 3.803, p > .05) scores. The one-way analysis of variance revealed that there were significant differences on the BNSIR Competency (F(1,55) = 5.931, p < .05) and BNSIR Relatedness scores (F(1,55) = 6.524, p < .05) between HD motivation orientation groups. RAs with controlling HDs had mean scores of 5.41 (1.35 SD) for BNSIR Competency, while RAs with autonomy supportive HDs had mean scores of 6.25 (0.98 SD). In addition, RAs with controlling HDs had mean scores of 4.48 (1.34 SD) for BNSIR Relatedness, while RAs with autonomy supportive HDs had mean scores of 5.47 (1.49 SD). Therefore it can be concluded that RAs with autonomy-supportive HDs reported greater needs satisfaction for perceived competency and relatedness subcategories than RAs with controlling HDs.

To summarize, RA needs satisfaction at work and in the relationship with their HD were examined. HDs were grouped based on their motivation orientation scores (autonomy-supportive or controlling) and the need satisfactions reported by the RAs were compared by these groupings. For autonomy, perceived competency, and relatedness subcategories, RAs with autonomy-supportive HDs reported greater needs satisfaction than RAs with controlling HDs. These findings will be discussed in greater detail in the concluding chapter.

Interviews with Hall Directors

Twelve of the 26 HDs participated in a follow-up interview, which were conducted in December 2014 and January 2015 (interview protocol can be viewed in Appendix 6). The results from the interviews are considered supplemental data to the

surveys. Interviews ranged from 25 to 60 minutes, with an average of 39 minutes. The HDs had the option of where the interview would be held so interviews took place in either the HD's apartment, an office in their residence hall, or a meeting room in the residence life main office. Of the 12 who participated, 33% were undergraduate students, 42% graduate students, and 25% professional staff members. The interview protocol included questions about the needs of RAs, elements from the training workshop on autonomy, competence, and relatedness, and supervision practices. All interviews were audio recorded and transcribed. Transcriptions from the interviews were coded for themes around autonomy, relatedness, competency, and developing supervision style.

To analyze the data, I used a deductive process to find evidence, which supported or contradicted previous literature (Marshall & Rossman, 2010). For qualitative research, coding is using words or short phrases to symbolically assign a summative to language-based data (Saldaña, 2009). The theory-generated codes were established from the Self Determination and Basic Needs Satisfaction Theories. To code the data, I conducted a first round to identify statements linked with autonomy, relatedness, competency, and developing supervision skills. I underlined any mention of autonomy or choice including providing or limiting choice, relationship building and connectivity, perceived competency both for RAs and HDs, and learning to be a supervisor. I concurrently made notes and created subcategories under each theme. For example, under autonomy, I made a list of the different job aspects HDs identified such as programming, bulletin boards, hall communities, and policies. I noted which HDs described the aspect and whether they provided autonomy or exerted control. In the first round of coding, I noticed that HDs discussed modeling and experiential learning as ways they developed their supervision

skills so I underlined statements that applied to those codes and looked for any patterns of that theme in the second round.

During the second round of coding, I read through the transcriptions again and highlighted statements that related to one of the three basic needs and learning to be a supervisor. I referred to the notes I made and confirmed statements under the subcategories to make sure my notes, underlining, and highlighting were consistent. Also in the second round of coding, when HDs discussed more than one of the basic needs (autonomy, relatedness, and competency) and how needs connection to one another, I created a separate category for the intersection of these needs. To report the data, I used five categories: a) autonomy; b) competence; c) relatedness; d) intersection of autonomy, competence, and relatedness; and e) developing supervision skills.

Reflective Analysis

Qualitative researchers must consider their positionality as they conduct data collection and analyses (Marshall & Rossman, 2010; Guba, and Lincoln, 1994). For this project, I had a unique insider/outsider position that must be considered. I was previously employed at this institution as a hall director so I have insider perspective on the position and the department of residence life. Many of the procedures and protocols are still in place, which I used my insider knowledge to understand and explain. However, some elements of the position have changed since I left and need to recognize my outsider positionality. I am an outsider in many ways because I am no longer working at this institution: I attend graduate school at another institution, and I do not currently work in residence life. For some of the current hall directors, I was in my HD position while they

were students, RAs, or HDs so I have that insider relationship. These HDs may perceive me as an outsider because we have not worked in the same place for several years or may consider me as an insider because I was an HD there. However, there were several HDs whom I have no previous relationship. For those individuals, I am an outsider. I was able to use my insider/outsider positionality to move freely through the space depending on the need. As an insider, it was easy to relate to the HDs and they seemed to be extremely open and honest with me. At the same time, as an insider some HDs may be concerned about how open they can be with me because I know the job and other people in the office. As an outsider, some HDs may have felt they were able to share with me in a safe space because I have no influence or authority regarding their job. Navigating the insideroutsider role was challenging at times because I had to set aside any pretenses I held in terms of my own experiences as a HD at this institution. At times during the interviews or training workshop, I wanted to interject and share a personal story but had to refrain. I also did not want my connections with professionals in the office to influence the participants' responses so I explained the confidential nature of the study. During this process, I also questioned my own supervision practices and did a lot of self-reflection. At one point, I took the PAW myself to examine my own motivation orientation. As suggested by my capstone committee, I kept a training journal and interview notes to reflect and manage my positionality.

Ethical Considerations

Webster, Lewis, and Brown (2014) described several principles researchers must consider when conducting qualitative research. First, participants should not be in

situations in which they might be psychologically harmed (Webster, Lewis, and Brown, 2014). When examining supervision practices, there could be a potential for harm because participants may get the impression there is a right and wrong way of supervising RAs. In the training, I informed the HDs that there are many practices when supervising RAs. For example, during the training workshop we discussed rewards and recognition as one of the needs RA ranked lowest. However, I explained it does not mean recognition is not important, but RAs saw it as a low priority and there were higher ranked supervision qualities. The theme for training was construction so we discussed supervision practices in terms of a house and the basic psychological needs and the needs the RAs ranked as the highest priority were compared to the foundation. Using the same metaphors, I stated recognition is similar to the artwork, which is more of the final touching in constructing a house and the basic psychological needs can be compared to the foundation or plumbing. I took additional steps not to cause any psychological harm during the interviews. When speaking with the HDs one-on-one, I made no reference to whether their responses were practices that would be considered autonomy-supportive or controlling, but listened without drawing conclusions.

The second principle is privacy and anonymity (Webster et al., 2014). For confidentiality purposes, any identifying information such as residence hall names or pronouns has been removed. The participants were given pseudonyms and their names do not appear in any analyses related to the study. Participants signed an IRB approved consent form, which described steps I would take to provide confidentiality. Although it would be interesting to consider patterns between undergraduate, graduate, and full time HDs within the qualitative data, doing so would violate confidentiality. There were a

small number of interview participants within each HD classifications so indicating their classification may reveal their identity but could be considered in future research.

Lastly, the third principle is intrusiveness or invasiveness. Webster, Lewis, and Brown (2014) contend that qualitative researchers should not be intrusive. With this in mind, I was very conscientious about limiting the amount of time I required of participants. I tried to keep all interviews between 30 and 60 minutes. I know the HDs have busy schedules so I would provide a lot of availability to meet and the HDs could select a time that was most convenient with their schedules. Also, HDs could choose to meet wherever they felt most comfortable, whether that was in their apartment or in a conference room at the main office.

HD Interview Results

Using SDT and BSNT as the conceptual framework, five themes were established after reviewing the HDs' narratives: a) autonomy; b) competency c) relatedness; d) the intersection of autonomy, competency, and relatedness, and e) supervision skill development. The first theme, autonomy, describes RAs' need for autonomy and aspects of the RA job that HDs could and could not provide choice and freedom. The second theme, perceived competency, reflects the HDs' responses to the ways in which RAs gauge a sense of perceived competency in the RA job as well as how HDs reported their own sources of perceived competency for the HD job. The third theme, relatedness, includes responses to the HDs' perceived relationships with their RAs and the way in which those relationships formed. The fourth theme refers to the ways in which HDs made reference to the intersection of autonomy, competence, and relatedness. The fifth

theme signifies the use of models and experiential learning because many HDs described the process to form their supervision style and practices. To better understand the HDs who participated in the interviews, Figure 9 represents the motivation orientation and PAW scores of the 12 interview participants.

Hall		Pre		Post		Follow-up	
Director	Director Pseudonym		Score	Group	Score	Group	Score
1260	Adam	Autonomy Supportive	5.625	Autonomy Supportive	9.125	Autonomy Supportive	6.625
1535	Griswold	Controlling	5	Controlling	4	Controlling	4
1637	Reina	Autonomy Supportive	7.25	Controlling	5.375	Controlling	4.375
2581	Gordon	Autonomy Supportive	6.375	Controlling	4.125	Controlling	5.125
2732	Walter	Autonomy Supportive	6.625			Controlling	3.5
3810	Rory	Autonomy Supportive	7.125	Autonomy Supportive	6.375	Controlling	3.75
3822	Kelsey	Autonomy Supportive	9.375	Autonomy Supportive	7.25		
3891	Mona	Controlling	3.25	Autonomy Supportive	5.625	Controlling	4.25
6252	Marietta	Autonomy Supportive	6.625	Autonomy Supportive	8.25	Autonomy Supportive	5.75
6323	Cecilia	Controlling	3.5				
7324	Albert	Controlling	2.25	Controlling	3.75	Controlling	2
8960	Isabelle	Autonomy Supportive	6.75	Controlling	2	Autonomy Supportive	7.75

Figure 9. HD Motivation Orientation and Scores for Interview Participants

As mentioned previously, the HD classification (undergraduate, graduate, and fulltime) was not considered in the qualitative analysis in order to maintain confidentiality.

Autonomy

In the training workshop, HDs were asked to discuss aspects of the job where they could give RAs choice and freedom to complete job responsibilities. To follow up on the activity, in the interviews HDs were asked to describe aspects of the RA job for which

they can provide autonomy and those in which they need to assert some level of control. Many HDs made reference to programs (organized events or activities), bulletin boards, resident interactions, and hall floors, sections or communities as places where their RAs can be provided autonomy. Most HDs discussed policies and procedures as an aspect of the position they have to exert control so RAs do not have much freedom or choice.

One of Deci & Ryan's (2000) basic psychological needs is autonomy and the HDs recognized RAs' need for independence and choice in their job. There were some interesting distinctions as to how the HDs defined and supported autonomy. Cecilia and Griswold identified autonomy as one of the most important supervision qualities they can provide for their RAs. Griswold recognized his staff members' need for autonomy and said his RAs do not liked to be micromanaged. He described providing autonomy as, "...not telling them what to do but showing them like, 'Hey, you did this and if it was wrong this is how you can do it better.'...I let them take the lead on a lot of situations and I just step in when they need a little push or a little help." Interestingly, Griswold may have noticed RAs' need for autonomy, however because he instructed them on how to correct the mistakes instead of letting the RAs figure it out for themselves reflects he was more controlling in nature. Griswold consistently demonstrated more controlling scores on the PAW, even though he stated, "I feel like that's one of the major things [autonomy] that they need and I'm providing for them." Cecilia, who also received more controlling PAW scores, stated:

I told myself, you're going to make them independent of you. I did not want them to always have to run to me for the answers. And so I think me telling them that I trust you all and your judgment on things that you're going to do what you're supposed to do. As long as I'm there, supporting them I find that they want to rise to the occasion. (Cecilia, line 98)

Cecilia makes an interesting distinction in her explanation of autonomy. She said she trusts her RAs, but she supports them by being there. Since she also demonstrated more controlling scores, although she stressed the importance of providing autonomy, in practice she may not do so. This was in contrast to the way Adam, who demonstrated less controlling scores, described autonomy. He stated, "I really, in this job, don't feel the need to be in control of a lot" (line 243). He made no mention of tell his RAs what to do like Griswold nor did he have to be there to provide support like Cecilia. Adam's PAW scores reflected more autonomy-supportive scores at all three intervals. Griswold and Cecilia, who both consistently demonstrated more controlling PAW scores, made mention that they felt the need to step in or exert some level of control even in the job aspects they identified as places they allow their RAs to have autonomy.

In the interviews, the HDs discussed more specifically the aspects of the RA job in which they can provide autonomy. Half of the HDs (6 of 12) discussed programs or events and bulletin boards as an aspect of the position for which they can provide RA choice and independence. Griswold explained he gives RAs more freedom on programming and bulletin boards even though they have an approval process: "I try to give them a little more freedom about programming. There are certain programs that they need to do and I need to approve it at the end of the day but I give them more decisions on the planning aspect of it. I give them full reign over bulletin boards" (line 81). Isabelle also identified programs and bulletin boards as an area of the RA job that her staff has autonomy:

As far as probably with programming and maybe not educational programming, but community building programing. That's something that I give them complete license and independence on because I know that they know their halls a lot better than I do. And a lot of times, they have really great ideas. So I think that's

something that they can definitely have independence on. They pretty much have autonomy with their own bulletin boards. (Isabelle, line 320)

For programs, the HDs noted that RAs have the freedom to choose the type of event, the date, time, and location, and in addition to the planning, RAs are expected to manage the event autonomously. For bulletin boards and hall decorations, several HDs agreed RAs have the freedom to choose topics and designs and create the board independently.

More than half of the HDs identified the designated RA section or communities and resident interactions as an area within the RA job that they can give their staff a lot of autonomy. Gordon explained he does not set ground rules for the ways in which his RAs interact with their residents and explained some use electronic means and others have more face-to-face time: "I don't tell them you need to knock on everyone's door once a week. I don't tell them you need to take everyone to lunch by the end of the semester. I don't have those ground rules set, so I let them do what is natural for them" (line 113). Marietta also gives her RAs freedom on decisions about community and relationship building: "... whether they want to go to lunch with them, how they communicate with them, whether they want to give them their personal phone numbers or through email. So they have a lot of freedom in how they want to build that community and build those relationships" (line 61). Marietta, who consistently demonstrated autonomy-supportive PAW scores, expressed she was very hands-off when it came to the way in which her RAs managed their communities. Gordon mentioned he discusses resident interactions with his RAs to help them understand what methods work for them and their communities but does give his RAs a lot of freedom in this area: "I have one or two RAs who will make sure they speak to every resident once a week because that's just who they are. And I have one RA who communicates mostly by email with his residents. We've

had conversations, maybe that works, maybe it doesn't" (Gordon, line 119). Gordon had more autonomy-supportive scores at the beginning of the year, but got more controlling over time. Perhaps he felt he needed to exert more control based on his observations of his RAs. Although he said they have a lot of autonomy, Gordon explained that he discussed community-building methods with his staff and provided feedback on their tactics. Kelsey, who had more autonomy-supportive scores, took a different approach than Gordon but also used the one-on-one conversations to discuss hall communities with her RAs. She explained that does not get overly involved in the RAs' communities: "During our one-on-ones, I do ask that they do provide me with a lot of information. It's great because they give me information of the positive residents and also the negative behaviors that's occurring in the building. Besides that and me doing walk-throughs, I'm not as hands-on with the community" (line 83). HDs who received more autonomysupportive scores, like Kelsey and Marietta, described providing a lot of autonomy in community building and resident interactions. Gordon received an autonomy-supportive score on the first attempt and more controlling scores on later attempts at the PAW. As indicated by comments, he may had a desire to provide more autonomy for community, but felt he needed to exert control based on his examination of the RAs' techniques.

HDs who received more controlling scores described ways in which they felt they had to become more involved in the areas were regularly identified as places to provide autonomy. Mona identified the hall community as an aspect of the job she gives RAs autonomy but mentioned she will take a more active role when there are significant issues that arise within a community: "I really only step in when there's a significant challenge in the community, and it's me there more as support for them, as an individual, than it is

for me to step in and facilitate that community" (line 77). In residence life, there are significant challenges that RAs are tasked to handle but Mona didn't elaborate or define the point for which she stepped in. She also described taking control as a form of support and Cecilia also described support in the same way. Mona's PAW scores fluctuated between autonomy-supportive orientation and controlling and she explained how trust intersects with autonomy: "I think they need the trust piece from their supervisor, and I've found that the easiest way to give trust is to give them autonomy" (line 64). Issues around staff trust and perceived competence may be a contributing factor to Mona's change in motivation orientation and play a role in her ability to support autonomy. Similarly, Albert said he is more involved in the hall communities and makes observations so he can provide direct feedback to his RAs. Although he stated he provides RAs with autonomy, he explained he maintains some level of control:

"I give them as much autonomy as I can in terms of their community, with reason, of course... Basically, I feel like going to the community and giving the feedback after you go to visit the community is really important... You can find out a little bit about why it happens so you can move forward, but the whole purpose is moving forward. (Albert, line 444)

Albert, who also received more controlling scores, discussed the purpose of his involvement in the RA's hall community was to make observations and provide feedback to his RAs for the sake of progress. Cecilia described how her RAs have a lot of independence until she stepped in: "So I think the biggest place where they're independent is when it comes to handling situations...And so I think on a lot of things I give them independence and then I see how they're able to handle it before I step in" (line 139). Cecilia was the only HD to state her RAs had autonomy when handling situations and not for programs and bulletin boards: "Programs and bulletin boards might be a little

bit more on me. And that's just because, sometimes I see a hall-wide need, and so I tell them to tailor their boards to certain things... so I'm very hands-on with the bulletin boards and the programs" (line 194). This was a unique circumstance because many HDs said programs and bulletin boards was the place RAs had the most freedoms. When explaining the aspects of the RA job in which they could provide autonomy, HDs with more autonomy-supportive scores seemed to allow much more freedom to their RAs because they did not discuss getting involved. HDs who had more controlling scores explained the purpose or need to become involved even in areas of the RA job in which they give autonomy.

All the HDs but one indicated they needed to have control over protocol, policies, and procedures. RAs were not usually permitted much autonomy in this aspect of the position. Griswold explained that his staff does not have a lot of room for freedom regarding policies: "We all have to be consistent is policy enforcing...There's no free reign for them even though they might approach a situation differently because everyone is different, at the end of the day the policy they enforce for that situation has to be the same" (line 83). Reina explained that she exerts control only when she gets directives from her supervisor or the department so her staff is consistent with others across campus: "I think for the most part it's things that come straight from [the Office of Residence Life] saying 'We need to do this in a specific way,' then we need to do this a specific way...unless [my supervisor] is specifically telling me we have to do something a certain way, then usually that's when I'm telling the RAs they need to do it a certain way" (line 76). When a supervisor provides rationale for why control is needed, this action is deemed as a method to support autonomy as opposed to being controlling

(Mageau & Vallerand, 2003). By giving a reason for limited autonomy in policy enforcement and procedures, Reina is demonstrated autonomy-supportive behaviors even though she has to exert control.

Summary. During the interviews, the HDs discussed different aspects of the RA job in which they can provide their RAs with a certain level of autonomy. Consistently, the HDs reported they give RAs autonomy for programming, bulletin boards, hall communities, and resident interactions. Policy enforcement was commonly mentioned as an area in which the RAs had little freedom or choice to make decisions. Even though HDs discussed aspects of the job in which they needed to be more authoritative, by providing a rationale (e.g. need to be consistent with other residence halls across campus) it may not be perceived as controlling. In the qualitative data analysis, more often HDs who mentioned exerting control in areas where they give RAs autonomy also received more controlling scores on the PAW. HDs who received more autonomy-supportive scores did not discuss the need be involved in the job aspects that give RAs autonomy.

Competency

Deci and Ryan (2000) described the basic need competence as the opportunity to effectively demonstrate one's capabilities. In the Q-sort surveys, both RAs and HDs ranked an HD who is knowledgeable and competent as one of the most important supervision needs. In the follow-up interviews, half of the HDs said they felt RAs need their HDs to be a source of perceived competency, someone who is viewed as capable and can provide affirmation, guidance, and modeling. Opportunities the HDs discussed to promote RA perceived competence included one-on-one conversations with their HDs,

staff meetings, fall and spring semester evaluations, rewards, and peer feedback. There are many organizational structures in place, like required one-on-one meetings and formal evaluations that allow RAs and HDs to demonstrate and assess their capabilities. In the interviews, HDs discussed these sources of perceived competency as well as the meaning behind RA self-competence.

RA Perceived Competence. For HDs, perceived competency was two-fold in their work environment. As the supervisor, the HD has the dual responsibility of helping their RAs perceive competence in the position and at the same time, the HD is a source or model of competence by demonstrating his or her capabilities. Many of the HDs claimed they enjoyed observing and fostering growth and development in the RAs. Marietta explained she particularly likes observing increased perceived competency within her RAs as grow and develop over time.

Seeing the progress they made between day one and the end of the semester. Definitely seeing them like, for instance, one of my RAs becoming more and more independent whereas at the beginning of the semester he's very dependent on me and had many questions all the time. What do I do in this situation? How do I react? What am I going to do? Whereas now he's very much more independent and kind of gotten to the groove of things. So that's kind of my favorite part just seeing that progress and seeing how at first it was such a challenge for them and then seeing them get into it and just becoming more independent. (Marietta, line 4)

Reina echoed the same passion for increased perceived competency: "I really like watching them grow and learn. Especially with the first year RAs, you see a lot more growth with them just because they had no idea what they were really going to do" (line 4). Reina observed both personal and professional growth with her staff members as they become more competent and confident: "I really like seeing them hit challenging parts and then helping work through with them or helping them figure it out on their own and

just watching them grow as people" (line 6). The motto of the Office of Residence Life at this institution is "learn, change, grow." There is an organizational expectation for the HDs to foster growth and learning within their RA staffs as well as engage in their own development.

Not only does the department place value on grow and development, many HDs observed developing a sense of perceived competency is an important need of their RAs. Adam and Marietta discussed RAs' need for their supervisor to support as well as model competence because of the nature of the RA position:

I think they need my affirmation a lot. And the pat on the back that says you're on the right track...This is a new scary job for them. And so I think they need to see me as someone who knows what he's doing, knows the plan and is ready to lead... (Adam, line 118)

Marietta indicated her RAs need someone competent: "I think they just need me to be knowledgeable and capable in doing my job and just being able to depend on me" (line 33). RAs have a wide range of job responsibilities and may be required to manage intense situations like mental health concerns or alcohol poisoning so having a trustworthy and knowledgeable supervisor can help RAs build confidence. Although the RAs who participated in the Q-sort survey expressed they did not need for overly involved HDs, the RAs ranked competent and knowledgeable as one of the highest prioritized supervision needs. Adam and Marietta recognized RAs need a supervisor who can provide affirmation to the RA and be a source of perceived competency by modeling without overstepping into controlling. Support can be given in a non-controlling way. Rory mentioned that RAs need support and defined it as someone who can foster the RAs' sense of competence:

I think they really need just some support and encouragement...They seem to really know what they're doing as far as the basics go. So, I think it's more about them just having the confidence to go after something and just recognize that "I know what I'm doing and I can do this," and they don't necessarily always need to call me but they know that I'm there if they do need to call me. (Rory, line 42)

The HDs such as Adam, Marietta, and Rory, who defined support as being there for their RAs in an emotional way for which they provide affirmation or encouragement also demonstrated more autonomy-supportive scores. These supervision practices can help RA build confidence and perceived competency in the position.

All 12 HDs identified the formal evaluations set forth through the department as a way to further perceived competence. Twice a year, at the end of the fall and spring semesters, the Office of Residence Life conducts 360-degree evaluations. For this process, residents are asked to provide feedback about their RAs, RAs do a selfevaluation, and the HDs complete an RA evaluation. The RAs also evaluate their HD and the HD does a similar 360 process including a self-evaluation and feedback from their supervisors (Area Directors or ADs). The HDs discussed the evaluation as a time to formally foster perceived competency. Gordon described the evaluations: "The evaluation document that we use is very exhaustive. It comes out with all kinds of different sections and pretty much anything I could personally think of and more is in that document. It even has a general comments section at the end, so I would say we would use that to completely spell it out" (line 309). Gordon reported how he used the evaluations to help RAs better perceive competency in different aspects of the job: "I was able to highlight their strengths and mention their weaknesses, and give an action plan of how we're going to work on that together. So that was really how I used that method" (line 313). RAs are asked to conduct a self-evaluation, turn it into their HD, the HD does

his/her own evaluation, and during a one-on-one meeting, the HD and RA discuss the evaluation. Walter explained this process: "[The RAs] have an opportunity to do a self-evaluation of their own performance in like ten different categories with like nine tasks within each category. Then they send that document to me electronically. I have the opportunity to fill out the same form that they do, and I give them a rating against what I think" (line 479). HDs are expected to hold an evaluation meeting to review the evaluation with the RAs. Griswold described his evaluation meetings:

When we sit down and talk about it. We sincerely talk about it. We go through every section. I like to highlight the ones that need improvement because other people need to hear it that, "You might need improvement in this area." I think it's really good to use those evaluations as a time to say, "This is what you need to work on." (Griswold, line 221)

In his meetings with the RAs, Griswold used the evaluation as a source of perceived competency so his RAs know what areas they need improvement. Marietta explained she provides extensive feedback to her RAs throughout the semester and the evaluations are a time to reflect on the semester as in broader way: "It was a nice wrap-up and kind of just reflecting on the semester and how everything went. And especially for my evaluation of them, I had a lot of detail" (line 201). Since the fall evaluation covered the first semester and the spring evaluation is supposed to reflect the entire year, Marietta used the evaluation as a way for her RAs to get a sense of their competence in a more holistic way. In this process, the residence life department collects feedback from the residents and disseminates it the HDs. Many HDs incorporated the resident feedback into the evaluations and their residents' perspective of their performance was important for the RAs to gauge competency. Isabelle observed that her RAs are very interested in the resident feedback: "I think the first thing that they would look into is what are their

residents saying about them? So I feel like that was the part of when it came to evaluation time the part they were most curious about, the part that was most important to them" (line 79). Adam echoed Isabelle's observation about the importance of resident feedback for RAs as a source of perceived competency. Adam explained how he incorporated and utilized the resident feedback into the evaluation:

I'll put a lot of quotes in there from their [resident] evals, good and bad. Because I think the resident feedback carries a lot of weight, and I tell them it carries a lot of weight. For me, I say like I know how you are around me and in a staff meeting and I know about your programs, but your residents know what you are like all the time. So I value their feedback a lot. (line 431)

By using resident feedback, as Isabelle and Adam described, accompanied by the self-evaluation and HD feedback, the HDs reported they felt their RAs had a strong gauge on their perceived competency. Unanimously, the HDs reported the evaluation process as an opportunity for RAs to demonstrate their capabilities.

The Office of Residence Life has an expectation that HDs meet with their RAs on a regular basis, typically weekly or biweekly. Many of the HDs discussed these meetings as a venue for fostering RA competence. Mona created an agenda for each one-on-one meeting: "I set up my typical agendas for our one-on-one meetings where we talk about, 'what are you successes in the community, what are some of your struggles, what do you see that attributing to?' We talk a little bit about how facilities are going" (line 179). She used this time to discuss RA perceived competency within the hall community by talking through strengths and weakness as well as what is going well and want can be improved. Walter also maintained that the conversations he has with his RAs foster a sense of perceived competency, particularly when they debrief the handling of an incident: "The competence comes after the incident has occurred, and then we've had time to process it

afterwards...When I go all through that follow up and I ask how everything went, and they get to inform me about it, I think that that shows them some competency" (line 334). After his RAs handle incidents, such as underage intoxication or consumption in the residence hall, Walter described his role is to help his RAs reflect on the situation, which gives them an opportunity to demonstrate their capabilities. Kelsey also used one-on-ones to help her RAs build a sense of confidence and perceived competence as they reflected on how they handled situations: "They will come to me and say, 'Kelsey, I think I did a horrible job on this,' and then they talk to me about it. I'm like, 'What are you talking about? You did it all very well...I think it's based off of their confidence in whatever they have going on. With my returner, she knew exactly what she needed to do, just that confidence wasn't there" (line 147). Walter and Kelsey asserted their RAs develop perceived competency from conversations with their HDs as they examine their performance when responding to incidents. For Mona, one-on-one meetings were a time for which she can provide feedback so RAs gain a sense of strengths and challenges in the RA's hall community. Kelsey and Walter explained how they used one-on-one conversations to help their RAs process ways in which they handled situations which in turn fosters competency.

The residence life department expects HDs to hold weekly staff meetings for which all RAs are required to attend. Marietta and Griswold described how staff meetings could be used to promote RA perceived competence. Marietta explained, her staff and she will reflect on a recent hall activity at staff meetings: "We'll have conversations on how it went, what do I think, what did they think, what did the residents think. So we always take time to kind of reflect on everything" (line 181). Marietta and Griswold

viewed staff meetings as time when the RAs can learn from one another and the HD can provide general feedback as a way to foster perceived competency. Griswold explained that staff meetings are conducive for helping RAs learn from their peers:

Basically just giving them a lot of constructive positive feedback if they're doing something really well. That helps a lot, especially during a staff meeting when everyone is there. Because if someone does something really good and you recognize that and say, "He did this and this and he was really good." Other people might do the same thing if the same situation occurred to them. If something is done wrong, I said, "Hey, don't do that. I don't want you to do that. I don't want you to put that much pressure on you." So, bringing it up in staff meetings and knowing that everyone knows about that and how it can be done correctly. (Griswold, line 187)

Marietta and Griswold said they used staff meetings to identify areas of strengths and weaknesses and provide feedback to the entire group at the same time. From hearing what the staff as a whole is doing well and can improve upon, Marietta and Griswold reported staff meetings an effective way for RAs to develop a sense of perceived competence.

Another method HDs used to foster competency was the rewards and recognition. Although celebratory was ranked low on the needs assessment from both the RAs and HDs, some HDs used celebratory behaviors as a way to reinforce positive behavior and build competency. Rory shared that she provided words of affirmation during her staff meeting. Rory provided verbal rewards during staff meetings as a way to let the group know when someone is excelling in the job: "I have a little kudos list. So I give kudos to the people that I think have done something spectacular during the week" (line 213). Rory felt her staff responded well to this method: "They get really excited when they see their name on the kudos list. They're like 'Oh my God. I did something great.' And I try really hard to celebrate even little bitty things to the bigger stuff." (line 216). Rory used

her kudos list to let the group know when an RA performed in an exceptional manner, for which they can all gauge their own competency. Albert explained that he used celebratory behaviors to reward his staff:

I put their candy on there with a little note that says, "Hey [RA], sweet job on your bulletin board." Just little things like that...verbal things, written notes, thank you notes. I spend too much money. I'll get them a \$5-dollar gift card to Target in mid-October because this is a busy building. (Albert, line 457)

Rory and Albert both reported verbal or tangible rewards to show RAs when they did something well. Another form of reward that was discussed was to provide peer recognition opportunities. Adam and Kelsey utilized some type of peer reward or recognition for RAs so they can hear from one another about their job performance. Adam described his rationale for having peer recognition: "It allows them to get support from each other and not just me, which is helpful" (line 424). Adam said he has his staff do "shout-outs" at staff meeting and this gave his RAs a chance to gauge their perceive competency through peer feedback. Kelsey also provided an opportunity for her staff to provide feedback to one another at staff meetings, echoing the purpose Adam described: "At every staff meeting we give them the opportunity to recognize every staff member. They don't only hear it from me, they hear it form their coworkers too" (line 167). Deci and Ryan (1985) contended that tangible rewards used to motivation employees have a negative impact on intrinsic motivation. Furthermore, tangible rewards have a strong controlling component (Deci & Moller, 2005). HDs who discussed the use of tangible rewards, like Albert, received more controlling scores. On the contrary, positive feedback in the form of verbal rewards can enhance intrinsic motivation (Deci & Moller, 2005). Therefore, it seems that some celebratory behaviors used by the HDs like verbal rewards in the group setting can be used as a tool to assist with building confidence and

perceived competence. HDs can use recognition to help their RAs understand their own competency by through rewards from their supervisors and peers. The purpose of the celebratory behavior should be considered by HDs.

As discussed previously, one definition of competency, from Deci and Ryan's (1985) Basic Needs Satisfaction Theory, is opportunities to effectively demonstrate one's capabilities (Bartholomew, Ntoumanis, & Thøgersen-Ntoumani, 2011; Deci & Ryan, 2000; Deci & Moller, 2005; Felton & Jowett, 2012). Mona explained the importance of fostering perceived competency with her RAs: "Whether it's positive or constructive, because they understand that it's about developing them as a whole person, not just in this role, but, if you're struggling with timeliness here, how's that going to impact you long-term in your job?" (line 198). As indicated from Mona's comment, many HDs recognized the importance of RA perceived competency so they can progress in this job as well as for their long-term personal and professional development.

HD Perceived Competence. As mentioned above, the HDs also serve as a source of perceived competency in addition to promoting RA competence. The results of the Q-sort survey, it is important for RAs to have an HD be someone who knows what they are doing and are capable in his/her position. To understand their own perception of competency, the HDs discussed several sources they used such as feedback from their supervisors (AD), feedback from their RAs, engaging in self-reflection as well as observations of the atmosphere.

About two-thirds of the HDs discussed the importance of feedback from their supervisor, the Area Director (AD), for gauging their perceived competency. The Office of Residence Life also requires HDs to have regularly scheduled meetings with their AD.

Many HDs received regular feedback during these routine meetings. Reina and Rory discussed consistent and constructive feedback they received from their ADs. Reina explained she relies on her AD to gauge her perceived competency: "I depend on [my supervisor] to let me know if there's anything on his/her side that s/he's seeing I'm not doing well. If there's anything the building itself isn't doing well that I need to be focusing on" (line 185). Reina described the feedback from her AD as a source to help her understand ways she can improve. Rory also used the feedback from her AD to gauge her perceived competency: "[My supervisor] gives me a lot of feedback pretty consistently. That's also super helpful. Sometimes I feel like I'm not doing awesome but s/he'll bring me back into reality and 'No, you're actually doing just fine" (line 160). Rory explained that she used the feedback from her AD to gain a better sense of her perceived competency, particularly if she felt she was not doing well. Rory also mentioned she received a great deal of feedback on a regular basis, which helped her to demonstrate her capabilities.

On the contrary, although Walter and Mona mentioned their AD as a source they could use to gauge competency, they discussed dissatisfaction with the amount or type of feedback from their supervisor.

S/he doesn't really point out positives. Maybe because s/he doesn't, I don't really – I don't know. I guess it was a little bit of a limbo because at some point, for me positive or acknowledging the things that I'm doing well, they're not to make me feel good as much as it helps me to do my job. It's like it's 'Okay, this is working.' (Walter, 571)

Walter reported he felt his supervisor did not provide a good source of perceived competency because he does not get positive feedback, which left him unsure of what he was doing well in the job. However, it seemed as though Walter modeled his supervisor

by behaving with his RAs in similar ways. Walter explained when his RAs do administrative tasks in the office properly: "I guess I don't really recognize that because I almost think of it as something wrong. In terms of competence and showing that they've got it, I don't really acknowledge that. To me, it was expected." When asked about helping his RAs perceive their own competency, Walter explained he typically only provided positive feedback when the work is particularly outstanding. To Walter using feedback as a source of competency: "doesn't look like 'Are you doing a good job? Or I mean, not doing a good job?' I don't dote on the successes. I will acknowledge 'That was a great job running that' also if I'm legitimately impressed." Thus, perhaps Walter used his AD as a model for giving positive feedback and perceived competency even though he expressed this method was unsatisfactory for him. Related to Walter's situation, Mona also expressed a dissatisfaction regarding feedback from her AD. Mona stated the lack of feedback from her supervisor gave her an inaccurate perception of competency:

I think that I get feedback when it's gotten to a point in which it's noticeable, but I would prefer earlier feedback. If something's noticed earlier, rather than a reprimand six weeks out... As opposed to letting it go, and having that kind of build. I think that is something that's challenging for me, because it gives me the illusion that I'm doing okay in my job... if I know that something is not going well I want to know about it so that I can change and improve and evolve... I think the positive feedback is not a strong suit of my supervisor... It's not that I need someone to feed my ego, and tell me I'm doing well, but it would be nice to have that recognition. (Mona, line 282)

For Mona, she preferred regular feedback so she can make adjustments but reported her supervisor would wait several weeks before letting her know when she was doing something wrong. Like Walter, Mona said she does not receive positive feedback very often so she cannot gauge what she is doing well in her job. Perhaps because she did not

receive the amount or type of feedback from her supervisor, she relied on feedback from her RAs to gauge her perceived competency:

I also role model that in my questions with the pieces of, 'what sort of feedback do you have for me? What can I be improving upon? What would you like to see me, as your supervisor, continuing to do?', and so, they have an opportunity to provide me with feedback as well as me providing them with feedback. So, they get into the gist of, it's not just you telling me what I'm doing well, what I'm not doing well, but this is a life-long piece of, we're going to have to give our supervisors feedback, and giving them that opportunity to do that. (Mona, line 184).

Mona mentioned how she role models giving feedback to her staff. Unlike Walter, Mona used her supervisor as a negative model and did not emulate his/her behaviors regarding feedback. Perhaps she emphasized this with her staff in order to provide a positive experience, which is opposite to the negative experience she felt she is getting from a lack of feedback from her supervisor. More than half of the HDs indicated their AD as a source of perceived competency. Reina and Rory found the feedback from their AD to helped them get a sense of how they are doing in the HD job. Mona and Walter expressed a desire for more feedback from their AD and felt they did not have a sense of perceived competency due to a lack of feedback.

In addition to using their AD as a source of perceived competency, many HDs received feedback from RAs on how the HD is doing. Rory discussed the ways in which she gathered and utilized RA feedback. Rory explained her RAs gave her good indications of what they needed from her: "Generally my RAs are pretty good with telling me what they need more of. If they're not telling me that I'm not needing to do more of anything then I generally just thing that I'm doing okay because they're pretty open" (line 254). She described her staff as open so she felt she could gauge competency because her RAs informed if she needed to make adjustments. Although Gordon also

used feedback from his RAs to gauge competency, unlike Rory, he questioned the honesty and openness of his staff: "[The feedback from my RAs] was very light. I took that to mean, yes, I was doing a good job, but I also said, took it with a grain of salt. 'Would you be comfortable telling me? Can I be sure you're comfortable telling me?" (line 365). Gordon recognized the challenge RAs may face when asked to provide feedback to their supervisor: "Because that's a difficult thing to look your supervisor in the eye and say, 'Yeah. I really think you could do better on this.' You don't know how [your supervisor] is going to take that" (line 372). Likewise, Cecilia expressed concerns about using her RA feedback as a source of perceived competency.

I think sometimes they're scared to give me feedback. Which – and I tell them all the time, if you see that I'm slacking or something, or I'm missing something, don't be afraid to tell me. I understand, I'm not perfect by far, this is my first time in this position. (Cecilia, line 313)

The HDs had mixed feelings about RA feedback as a reliable source of perceived competency. Rory felt her staff was open with her and helped her develop a sense of competency. Gordon and Cecilia had concerns about the honesty and openness of RA feedback so it was not necessarily a good way to perceive their competency.

In addition to RA and HD feedback, about a quarter of the HDs reported they engaged in some type of self-reflection as a method to gauge their perceived competency. When asked how she gauged competence as an HD, Kelsey explained she does a significant amount of reflection about her HD job: "I feel like I'm always thinking about things, and I am a processor so it does take me a lot of processing. Even making decisions, I need time, I need information. I think I do do a lot of self-reflection" (line 256). She acknowledged her regular self-examination of what she is doing well and areas she can improve on as an HD. Cecilia reiterated Kelsey's process of self-reflection: "I

think I am my worst critic...I always tell myself that there's more that I could be doing...I'm very good with stepping back and looking at myself and seeing what I've done and what I can do, and so that really helps me" (line 278). Like Kelsey, Cecilia found it helpful to use self-reflection as a source of perceived competency as she considered how she is doing in the HD position. Griswold also routinely engaged in self-reflection at the end of each week:

Basically by sensing overall, after the week ends, how's the building is doing, have I handled any administrative side of my job perfectly? Do I need to answer emails still on Sunday that were sent to me on Monday? Have there been a lot of incidents over the week? Have we been handling them well? If most answers to those questions are "yes", then I know I was pretty good this week and I need to keep it up and keep myself motivated. (Griswold, line 235)

Griswold explained how he contemplated many aspects of his position including administrative tasks or responding to incidents. If he felt he and his staff did well, that was encouraging and motivating to him. Kelsey, Cecilia, and Griswold reported self-reflection as way they could accurately assess their capabilities. However, Gordon conceded self-reflection was not a good source of competency for him:

Honestly, I'm finding that that is one thing I struggle with. How do I know how well I'm doing? Because if you ask any individual person, chances are they're going to say they think they're doing a good job at their job. Now, how many people have you seen in your life, and I've seen quite a few in mine, that you ask them and they're going to say, "Yeah. I'm doing a good job," and you're like, "No. You're not." So I'm trusting my own judgment to that, but I can only trust it so much...Now that I've gone a full semester in this position and my building has thrived as it has, I know now what looks good and what doesn't, even from my own perspective. So, now I trust myself more. If I feel like something is going well, it probably is. (Gordon, line 329)

Gordon expressed that he felt self-reflection was not a good source of perceived competency at first because he suggested it might not be genuine. Over time Gordon explained he felt more comfortable using contemplation because he had more experience

and used other sources of perceived competency like observing his community to supplement self-reflection. Kelsey, Cecilia, and Griswold conducted self-analysis to gauge their competency and reported this process helped them understand their performance as HDs. Griswold had reservations about self-examination as the only method but claimed increased confidence using reflection as he became more experienced and coupled self-reflection with other sources of perceived competency.

About half of the HDs made observations about the atmosphere to get a sense of how they are doing as a hall director. Some HDs felt the hall community and the RA staff dynamics were a reflection of their performance. If there were incidents of vandalism in the residence hall or discontent among their RA staff memberss, then the HD needed to make adjustments or improvements. When the community or staff was harmonious, then the HD felt he/she was doing a good job. Adam discussed the observations he made about the staff atmosphere. Adam reported: "I just look kind of at the overall staff level of happiness almost and so if I feel like they are happy to see me or happy come to staff meetings or happy to see each other, then I'm doing something right" (line 478). If the staff was unhappy, Adam explained this demonstrated a failure of sorts: "If they're like in staff meeting, being like when is this over, when can we leave? Then I know this isn't enjoyable for them" (line 481). Rory described the observations she makes about her hall community and how they played into her sense of perceived competency.

I think of how the building is doing as a whole, it makes me really happy and it makes me feel like I'm doing it right just because the RAs are general in a good place, the residents are in a good place. I really like seeing how the building as a whole is doing. Sometimes it's just about taking that step back and 'Oh, okay. We're actually doing just fine.' (Rory, line 262)

By observing their hall communities and RAs staffs, Rory and Adam used the atmosphere as a source of perceived competency. If the residents, the RAs, and the building were in good shape, the HD perceived they were doing well and discontent or disruption with the staff or hall community was an indication the HD needed to improve.

Summary. In this position, HDs have to be a source of perceived competence while fostering a sense of perceived competency within their RAs. The results of the RA needs survey demonstrated RAs have a desire for an HD who is competent and knowledgeable. The HDs described many ways they can understand their capabilities including AD feedback, RA feedback, self-reflection, gauging the atmosphere, and peer comparison. Some HDs reported AD and RA feedback was a good source of perceived competency and they can effectively gauge how they are doing from these sources. Other HDs expressed concerns or dissatisfaction with AD and RA feedback because there was a lack of feedback or they did not feel that feedback was genuine. For self-reflection, there was mixed feelings on whether it was an effective way to perceive competency. Some HDs reported self-reflection was helpful while Gordon stated it needed to be coupled with other sources. Many HDs acknowledged they used some combination of multiple sources including feedback from their RAs, the formal evaluation, conversations with their HD, self-reflection, and evaluating the atmosphere in the hall or with their staff to accurately gauge their competency.

Relatedness

Relatedness or the sense of belonging and connectivity with others is one of Deci and Ryan's basic psychological needs (Bartholomew, Ntoumanis, & Thøgersen-

Ntoumani, 2011). Graves and Luciano (2013) found that employees who perceived high-quality relationships with their manager also reported higher satisfaction with their basic psychological needs. During the follow-up interviews, several HDs (7 of the 12) contended that developing a relationship with their RAs was one of the most enjoyable aspects of the job. When asked what is the most enjoyable aspect of her work, Cecilia stated:

I think personally for me, is I get to create a relationship with each one of them individually...they all have different personalities. And so I think – I just really like forming those personal bonds...I think that that personal relationship first, and establishing what they like, what they don't like, how they receive information, how they take criticism, things of that sort, is really helpful, and it helps me (Cecilia, line 4)

Cecilia not only enjoyed building a relationship with her RAs, but noticed how the personal connection effected the way she worked with her staff. Walter had similar feelings about building relationships with his staff: "I think the most enjoyable aspect is being able to get to know them personally and seeing them grow... I really enjoy those one-on-one conversations" (line 3). In addition to expressing their joy in forming relationships, HDs discussed relatedness in the following ways: a) RAs' need for a relationship with their supervisor; b) varying types of relationships; and c) methods HDs used to build or maintain relationships with their RAs.

About half of the HDs who participated in the follow-up interviews reported they felt that RAs needed to have a personal relationship with their supervisor. Gordon explained that his RAs need an HD who pays attention to their emotional well-being and checks in with them on a personal level: "The day to day checking in, "How are you?" "This job is difficult, I want to make sure you're not stressing yourself too much" (line 96). Rory observed that her RAs needed a relationship with their HD so they can

communicate effectively: "I want them to know that they can talk to me and I think they do, generally. But I think that's what they need most because they really do know what they're doing" (line 57). During the interview with Mona, she stated her staff this year especially needs connectivity with their supervisor:

My staff really needs me to have more of that personal connection with them. They want to know that I'm human. They want to know that I'm beyond the job and they also want that connection with me...They need more of the care and compassion from me as a Hall Director... So they really need the authenticity piece, they need that unconditional positive regard. (Mona, line 36)

Similar to what Rory observed, Mona agreed her staff needs a positive connection with her as their supervisor. This confirms previous literature and findings in this study that the supervisory relationship is an important factor in the RA work experience.

When asked to describe their relationship with their RAs, the HDs responded differently. Some HDs, like Adam and Cecilia, have a wide array of relationships that varied with each staff member. Adam indicated he does not have one blanket relationship with his RAs:

My relationship is hard to define, because it's so flexible among, sort of, all the RAs that I've ever supervised...It's as personal as they want it to be if that makes sense. And so, some of them want to tell me about things that are happening in their family or relatives that are very ill or [boyfriends/girlfriends] that they're breaking up with. And I'm okay with that, and I'm ready to listen and hear those things, because those are things that impact their job all the time. And some of them are a little more like, hey, this is what's happening in my community. My programs are going fine. I don't need your support anywhere else. And so it's, that's really where I think that individual supervision comes in where I have to kind of let them define what our relationship is going to be. (Adam, line 313)

Adam explained he allowed his RAs to define their relationship and would give them the choice to be more personal or more professional. Cecilia also said the relationship with each of her staff members was "Very different. But I love it. I really love it, and I really – I think of them as my babies almost. And I can see great aspects inside of all of them"

(line 218). Albert too discussed how he leaves it to his RAs to define the type of relationship they have with him but he has to pull back from them at times.

I tell them at the beginning, I will have the relationship with you that you want to have. If you want to have a close relationship where you tell me about stuff, I might share some things with you, too...So, letting them know that I'm there and giving them their space is good. Sometimes I get so excited, I like people, I try to do stuff with them. It's hard for me...I tell them, too, I am your boss. I don't need to get into your personal life unless you want to...If you want to have a connection with me outside of being your boss, you can. If not, that's fine, too... I have to remember it's not the relationship that I want. That's the hard part. (Albert, line 382)

Like Adam, Albert allowed his staff members to determine the level of their personal connection. Albert acknowledged this is challenging at times for him because he must maintain a professional relationship as the supervisor. Reina and Isabelle described their staff relationships as professional, which were centered on the job. For Isabelle, the relationship was confined to work: "I know that there's a lot of hall directors that spend a lot more time with their RAs outside of the building. But my relationship with my RAs is within the building. And then I also say that my relationship with my RAs is more of a group relationship" (line 228). For Reina, there was a social component but a professional barrier she stays within: "I have a really positive relationship with my RAs. I think that they know that I enjoy spending time with them and hanging out with them, but then there's that professional line that I won't cross" (Reina, line 88). Rory echoed the emphasis of a strong relationship: "I think we've got a pretty strong relationship there. I think that most of them are really open about talking with me about any issues that they're having" (line 96). Unlike many of the other HDs, Walter did not report a positive or close relationship with his staff. Walter described himself as removed from his RAs.

I think right now, for them I am the supervisor who is just a tad removed. At the same time, there's some semblance of the fact that I care. At the beginning, I was

extremely enthusiastic...but I've pulled back so much. I think that they see me as the leader in a positional way, but I don't think that we're relational at all, not now. (Walter, line 236)

Although the numbers were too small to draw any statistical conclusions, it would have been interesting to see how Walter's RAs reported their satisfaction in their HD relationship based on the way he responded to this question. The ways in which HDs described the relationships with their RAs varied. Adam and Cecilia said the relationships they have vary from RA to RA. Reina and Isabelle suggested their relationships were focused on the job and within the context of residence life. Rory indicated she had a strong relationship with her RAs. Walter mentioned how his relationship has changed over time and he said he became personally withdrawn from his RAs.

In the August training workshop, the HDs were asked to participate in an activity about relationship building and ways in which they could relate to RAs. As a follow-up to this activity, I asked HDs to describe methods they employed to develop and maintain relationships with their staff members. The HDs reported several strategies, such as RA training week activities, one-on-one meetings, spending time together, and staff developmental meetings.

All 12 of the HDs who participated in interviews discussed one-on-one meetings as a venue for getting to know their RAs. The department has an expectation for HDs to meet with their RAs on a weekly or biweekly basis and many HDs found this as good opportunity to build a personal relationship with their RAs. Albert, Griswold, and Isabelle discussed ways in which the one-on-one meetings contribute to relatedness.

Albert explained he uses these meetings to develop relationships with his RAs: "In my one-on-ones, I like to learn a little bit more about them. I ask them a lot about themselves.

My one-on-ones in the beginning [of the academic year] are much more about them than it is about the job" (line 360). Particularly at the start of the school year, Albert used the one-on-one meetings to get to know his RAs on a personal level. Griswold was purposeful about relatedness during the one-on-ones: "This is a one-on-one, let's make sure we talk about you.' So we talk about classes and how they're doing in classes or in their personal lives, kind of leave it open for them to tell me anything that they want to tell me about themselves" (line 163). In addition to learning about his RAs, Griswold stated at the one-on-ones, "I open myself and talk to them about my life" (line 163), so his RAs get to know him as well. Isabelle acknowledged the importance of getting to know her RAs through listening and interacting with them regularly as well as during one-on-one meetings: "Informal contact that we have throughout the week and keeping abreast of what's going on in their life and making one-on-ones a place where I'm listening and they're talking" (line 214). The weekly or biweekly one-on-one meetings were unanimously identified as an avenue HDs like Albert, Griswold, and Isabelle used to build an individual personal relationship with their RAs.

Cecilia explained that during the week of RA training, she "utilized all of that time to get to know them...because I knew that once the residents got here, it was going to be hard. And so I was very intentional about what I did during our free time and what exactly was being planned" (line 248). During RA training week, hall staffs spend significant amounts of time together and Cecilia stated she optimized those opportunities to make connections with her staff members. Before RA training week began, Mona started communications with her staff to initiate those relationships and she described activities she conducted during RA training week in order to build relationships:

The first day is helpful with team builders, I send a couple of emails throughout the summer, and everything relaying from, 'tell me about your interests and hobbies,' but also showing that I was welcoming and inclusive to them, so I asked them things like, what are your preferred pronouns, how would you like to be addressed or identified? Really opening up that dialogue so that they felt comfortable coming in, that there was an assumption-free zone. I'd do an activity at the end of training where we do a burn box, and we burn all of our initial impressions. (Mona, line 116)

The Office of Residence Life staff members who plan RA training purposefully schedule blocks of time dedicated to hall staff team building. As Mona and Cecilia described, they used this time to establish personal relationships with their RAs so the RAs have a sense of connectivity to the HD and other staff members.

The Office of Residence Life expects HDs to hold bimonthly staff development meetings. At "devos," the HD is responsible for planning activities that foster growth and development and may be skill development or team building. During the follow-up interviews, many HDs discussed the staff development meetings (devos) as a time to build personal connections. Isabelle stated, "Devos were a great opportunity for [relationship building]. I really appreciated having the devos" (line 212). Marietta expressed the strong connection she built with her staff members and how they spend their devos: "I think we're really close. A lot of our devos, we just spend doing something fun" (line 119). Rory explained how she used "devos" to foster a sense of connectivity within her RA staff: "We didn't mesh very well at the very beginning... So we did a lot of devos that forced them into alternative groups and that worked out really well (line 107). The Office of Residence Life encourages HDs to incorporate relatedness into the staff development meetings. Isabelle, Marietta, and Rory valued the "devos" because it was structured time they could use to create meaningful personal relationships with their staff members

Many HDs recognized the importance of maintaining a strong working relationship with their RAs because the nature of the job. Griswold and Cecilia stated it is important to have a connection with their RAs because if they have a positive relationship with the RAs, then they will feel more comfortable and willing to go to their supervisor in times of need. Griswold explained: "Having that connection is important because they'll feel more comfortable coming to me and talking to me about anything. Anything that's going on in the hall I know about it because they come and talk to me about it" (line 167). The personal connection Griswold built with his staff created an atmosphere in which he felt his RAs could be open and honest with him. Cecilia also recognized the relationship with her staff established a level of comfortable and trust which will help them do their jobs:

Even though they associate me as that boss or that authority figure, they see me as somebody who like, yes, she's in that position, but I'm not afraid to go to her for anything else because I know that she's going to be accepting of it and try to help me through it. (Cecilia, line 243)

The connection with Cecilia helped her RAs identify her as a supervisor who provided unconditional positive regard. In addition to relatedness as a factor in effective job performance, Reina drew attention to the importance of strong relationships because the residential nature of these positions. Reina explained that RAs and HDs live where they work so they have to maintain good connection:

[Our relationship] is definitely on the friendlier side. And I think that that's just something that this job lends itself to. Whereas in other supervisor situations, I've not had that same relationship with people I'm supervising. And I think when you live with the people that you're working with you can't help it. So, I would say it's a close relationship but there's still that line that we keep. (Reina, line 91)

As Reina pointed out, working in a residential setting demands a different type of supervisor-supervisee relationship than other work environments. The HDs explained

they saw a need for RAs to have a good relationship with their supervisor because of the residential nature of the position, the amount of time HDs and RAs spend together, and the intense situations that RAs and HDs are tasked to managed.

Summary. Connectivity or relatedness is one of the three basic needs discussed in Deci and Ryan's BSNT (2000). Many HDs reported that one of the most enjoyable and rewarding aspects of their position is forming relationships with their RAs. In order to fulfill their job responsibilities, HDs recognized that RAs needed to have a strong working relationship with their supervisors. HDs employed many strategies to build and maintain relationships with their RAs such as conducting activities during RA training week, utilizing the one-on-one meetings, and holding regular staff development meetings that incorporated some team-building component. Many HDs recognized the importance for RAs and HDs to have connectivity because of the residential nature of the position and their challenging job responsibilities. Adam described how relatedness played a role in the his overall work experience and job satisfaction:

I know that I value my relationship with my supervisors so much. And so much of, if I like my job, is so dictated by that. I had supervisors in the past who I just didn't click with on any level, and that year was terrible. And I have someone like [my supervisor] who s/he just like on day one, we're jiving and it's made this year amazing. (Adam, line 590)

Because Adam attributed his unpleasant work experience to a lack of connection with his supervisor, he recognized the importance of having a strong relationship with his RA staff in order to have a positive work experience. Adam stated, "If these people hate me, it's going to be the longest year of my natural life. I'm like, this has to go well. And luckily, it always does go well, and I always am able to build those relationships" (line

556). Adam highlighted that the relationship with supervisors has had an impact on employees' work satisfaction.

Intersection of Autonomy, Relatedness, and Competency

In the quantitative analysis, there was a correlation found between the autonomy, relatedness and competency needs satisfaction scores and I noticed HDs mentioned overlaps of these needs in the interviews. During the qualitative analysis, it became clear that the HDs made reference to ways in which autonomy, relatedness, and competency interconnected. Walter described a situation where his RA perceived a lack of competence, which had a negative effect on his relationship with the RA:

There was a young lady who got a call, and I accidentally missed the call. I wasn't even accustomed to keeping my phone back on. She panicked. I felt like she wanted to go through the routine...She knew what she was doing, but she wanted the reassurance, and she wanted to go through her steps. She felt like I had failed her miserably because I didn't answer the phone...That came out in my evaluation...they said, "Walter, we don't feel like you're available enough." Then it became, "I want you to also be visible, and I want to feel like you're there, too. Not only do I want to see you more. I want to feel." (Walter, line 122)

Walter recognized the disappointment his RA felt when he did not answer the phone. The RA needed Walter to be a source of perceived competence and his lack of availability during an incident was interpreted by his RAs as being emotionally unavailable as well. Cecilia provided another example of the overlap. She described how her personal relationship with her staff might prevent her RAs from being a source of competence for her.

I'm going to have a lot of mistakes, we're all growing together here, so tell me if I'm not doing something that's going to help you. But I think for them, because I'm such a big supporter, they overlook everything else that I do because they figure, well, Cecilia is always there for us, so I don't want to nag her. But I tell them, "It's okay, that's my job is to be there for you anyways, so I'm just doing

what I'm supposed to do, tell me what I'm doing wrong." And so sometimes it's kind of hard to pull that feedback from them, but I figure that if I'm doing too bad, that they'll all gang up and tell me. (Cecilia, 315)

As also confirmed in the quantitative analysis, the qualitative analysis showed that the HDs recognized that needs satisfaction for autonomy, competency, and relatedness were not mutually exclusive and satisfaction or dissatisfaction of one need can relate to other needs. The three basic needs can all be met at high levels and employees may perceive higher satisfaction overall.

Developing Supervision Skills

In the narratives, the HDs described ways in which they developed their supervision skills. When asked how they formulated their supervision style, HDs indicated they used current and previous supervisors as models to inform their own practice. None of the HDs mentioned training as a method used to develop supervision skills. Several HDs discussed the use of models to develop their supervision skills and style by observing present and past supervisors. Adam described methods his Area Director (AD) used to provide autonomy and how he adopted the same: "I have been mirroring kind of what [my supervisor] been doing. And so for us, s/he has really prescribed closing procedures, but maybe not been as hands-on with what we're doing programming-wise" (line 182). Adam emulated his AD's modeling of providing autonomy for programming but limiting choice for residence hall closing procedures. Reina, Marietta, and Rory described how they used multiple models to form their supervision practices because they had more than one previous supervisor. Reina worked as an RA for three years and developed her own style with aspects from her different

supervisors: "I've worked in enough positions where I think I had really good or really awful supervisors that I figured out what I liked and what I didn't like" (line 202). Like Reina, Marietta used multiple models to form her supervision skills: "I kind of took what I wanted from [previous supervisors]...their styles helped me figure out the style of supervision I should be using" (line 251). Furthermore, Rory asserted she had two 'good' HDs who had different styles so she used both models to establish her supervision practices: "I kind of looked at what my previous hall directors did because I had two really great hall directors. Two very different hall directors. So I sort of looked at the different styles that they had and the different thing that they did" (line 280). By having more than one model, Marietta, Reina, and Rory explained they were able to pick and choose which supervision practices they adopted as they developed their own styles. After examining the narratives, none of the HDs identified training as a way they learned supervision skills.

Several HDs described the position as one that lends itself to continued grow and development. For the interview participants, there were aspects of the position that required practical experience. Cecilia explained the HD position is a job, which is learned through experience: "I'm going to have to learn as I go. And that's literally what this job is, it's learn as you go" (line 461). Even though the HDs participated in a week of HD training and another week of RA training, many expressed that they learned through experience and continue to do so throughout the year. Isabelle contended that the HD job is an experiential learning process and she had already begun to plan for the following year: "I think a lot of it has been experience and like there are things that I'm sure that if I'm going to be doing this job again next year that I would change...the best teacher has

been experience for sure" (line 417). Adam indicated the learning never ceases: "I think it's important for me to know that I'm always growing, I'm always learning and there's never going to be this finish line" (line 560). The themes of modeling and experiential learning have interesting implications for practice and research, which will be considered in the final chapter.

Summary. Interviewing the HDs four and five months after they began their jobs and participated in the training provided a great deal of data to supplement the survey responses. Analyzing the HDs' narratives resulted in five themes: a) autonomy; b) competency c) relatedness; d) the intersection of autonomy, competency, and relatedness, and e) supervision skill development. For autonomy, the HDs identified several aspects of the RA position for which they can provide autonomy. For example, programming and interactions with residents were discussed as areas in which their RAs have a significant amount of freedom and choice. Many HDs explained that policy enforcement was an aspect of the RA job for which RAs did not have much freedom or choice. As for competency, this need is two-fold because HDs are a source of perceived competency for their RAs as well as expected to foster RA perceived competency. HDs used many methods (formal evaluations, one-on-one conversations, staff meetings) to help RAs gauge a perception of RA competence. One interesting finding is that, while HDs did not tend to rank "celebratory" supervisory styles as important among RA supervision needs, some HDs employed celebratory behaviors in attempting to bolster RAs' perceived competency. HDs also discussed many sources they rely on to understand their own capabilities such as feedback from their staff (RA) and supervisor (AD). For relatedness, many HDs maintained that building relationships with their RAs is one of the most

enjoyable aspects of their positions. Furthermore, the HD reconciled that relationships with their RAs can have an impact on fulfilling job responsibilities. In the qualitative analysis, I identified a theme for which two or more of the basic needs (autonomy, competency, and relatedness) overlapped. HDs recognized that satisfying these needs may not be mutually exclusive and there is some interaction with autonomy, competency, and relatedness needs. Finally, the last theme discussed was supervision skill development. The HDs explained that they developed their supervision skills through modeling (learning from their current and previous supervisors) and experiential learning (gaining experience over time once in the position). The findings from the HDs follow-up interviews pose some interesting implications for practice and research. Data analysis of the HD interviews as well as the RA and HD surveys are considered in the final chapter.

CHAPTER 5

DISCUSSION AND IMPLICATIONS

Based on the insight gained in this study and prior knowledge about RAs, self-determined motivation at work, and supervisor-supervisee relationships, this research contributes to the available literature in the following ways: 1) we can evaluate whether using Deci & Ryan's self-determination theory is helpful in facilitating effective RA supervision; 2) we can initially evaluate whether supervisors—at least at this institution and in residence life—can accurately portray what RAs seek in them; and 3) we can identify whether there is a relationship between HD motivation orientation and RA workplace satisfaction.

In this study, supervisory needs of RAs were explored through Q-sort methodology and the order in which RAs and HDs ranked those needs were considered. In addition, this study investigated the extent to which a training workshop for HDs based on Self-Determination Theory influenced HDs' supervision motivation orientation and RA supervision needs. Finally, the research examined the relationship between HD motivation orientation and RA perceived needs satisfaction at work and in the relationship with their supervisor.

In the preliminary phases of this study, RAs were asked to consider what they need from their supervisors as well as rank the identified needs from the highest to the lowest priority. Participating HDs took a survey before and after a training workshop and were asked to rank the same list of supervision needs. It was hypothesized that HDs would rank the needs in a more similar way to the RAs on the second attempt. After the workshop, the HDs ranking were more closely aligned to the ways in which the RAs

ranked supervision needs. During the follow-up interviews, the HDs described the needs of their RAs. Some HDs indicated needs that were identified as top priority needs in the August training. For example, several HDs maintained that their RAs needed an HD who was easily available and accessible, which matched the information given the training workshop. However, there were some disconnects between the priority supervision needs. In the interviews, some HDs described providing structure and being involved as top priority needs. Yet, involved was ranked as one of the lowest priority needs by the RAs. Many of the themes from the needs rankings aligned with SDT. The need for perceived competency was confirmed because the RAs reported that having a supervisor who is competent and knowledgeable is high priority. Additionally, relatedness was ranked highly because RAs reported they need a supervisor who is trustworthy and reliable as well as easily accessible and approachable. An overview of SDT and BSNT was given in the training workshop and on the post-training survey, the HDs could better accurately name the three basic psychological needs (autonomy, competency, and relatedness) identified in the theories. The post-training survey results showed the RA supervision needs reported by the HDs were more closely aligned with what the RAs reported and HDs could more accurately identify elements of SDT and BSNT. Therefore, it can be concluded that SDT-based trainings can help HDs better understand the supervision needs of their RAs.

To look at the how the training influenced supervision practices, the motivation orientation of HDs was observed before, just after, and four months after the workshop. At three intervals, before August HD training, about two weeks after training, and in January, HDs took the Problems at Work Questionnaire (PAW) to assess motivation

orientation. Scores on the PAW indicate if the HD had a more controlling (less desired) or autonomy-supportive (more desired) motivation orientation. It was hypothesized that HD motivation orientation scores would be higher or more autonomy-supportive after the training. However, there were no significant differences between the pre-, post-, and follow-up-training PAW scores in either direction. Therefore, the training did not yield any significant results in altering HD motivation. Some HDs' motivation orientations remained the same over three intervals while others' motivation orientations fluctuated. Of those HDs who changed their motivation orientation from pre- to post- or follow-uptraining scores, more tended to shift from autonomy-supportive to controlling than the other way around. In the pre-training survey, exactly one-half of the HDs responded with controlling motivation orientations, and one-half responded with autonomy-supportive motivation orientations (13 to 13). In the post-test immediately following the training workshop, slightly more (13 to 11) HDs demonstrated controlling orientations than autonomy-supportive. Surprisingly, in the follow-up test administered several months after the training workshop, the clear majority (12 to 5) demonstrated a controlling over an autonomy-supportive motivation orientation. There were several HDs who were identified as autonomy-supportive before they began HD training, however demonstrated more controlling scores as the semester commenced and even more so at the January interval. Mageau and Vallerand (2003) found that coaches exerted more controlling behaviors at times of high stress or when they believed their athletes performed poorly. Perhaps the stress of the HD position or the level of perceived competence of their RAs influenced the HDs' ability to provide autonomy-supportive supervision.

The next step was to examine the HD motivation orientation and how it related to RA needs satisfaction. Based on their motivation orientation scores, the HDs were then categorized into two groups. PAW scores of 5.5 or lower among HDs were categorized as controlling and scores of 5.5 or higher as autonomy-supportive. At the beginning of the spring semester, RAs took the Basic Needs Satisfaction at Work (BNSAW) and Basic Needs Satisfaction in Relationships (BNSIR). In the analysis of these scores, the relationship between HD motivation orientation groups and RA satisfaction was considered. It was hypothesized that RAs who have autonomy-supportive HDs will have more satisfaction with work and in their relationships with their HDs than RAs with controlling HDs, measured by the BNSAW and BNSIR scores. Since the HD motivation orientations were not consistent over time, the post-training scores (HD motivation orientation in August) and the follow-up-training scores (HD motivation orientation in January) were examined individually. For the post-training scores (HD August motivation orientation), there were no significant differences on five of six subcategory scores (BNSAW Autonomy, BNSAW Competency, BNSAW Relatedness, and BNSIR Relatedness). However, there were significant differences on the needs satisfaction in relationship autonomy scores between HD motivation orientation groups (e.g. When I am with my HD, I have a say in what happens and I can voice my option). For BNSIR autonomy subcategory scores only, RAs who had more autonomy-supportive HDs reported higher needs satisfaction with relationship scores. For the follow-up-training scores (HD January motivation orientation), there were no significant differences on the needs satisfaction subcategories between post-training HD motivation orientation groups on the BNSAW Autonomy, BNSAW Competency, BNSAW Relatedness, and BNSIR

Autonomy scores. There were significant differences on the needs satisfaction in relationship autonomy scores between HD motivation orientation groups and the BNSIR Competency and BSNIR Relatedness scores. For BSNIR Competency and BSNIR Relatedness, RAs who had HDs with more autonomy-supportive scores reported higher needs satisfaction in their relationship with their HD. These findings demonstrate some links between RA basic needs satisfaction in the relationships with their HD: RAs with autonomy-supportive supervisors reported higher needs satisfaction on the autonomy satisfaction at work subcategory scores as well as competency and relatedness subcategory satisfaction in relationship scores.

Previous researchers found connections between satisfaction at work and satisfaction with the supervisor. Employees who perceived high-quality relationships with the managers also reported higher satisfaction of their basic psychological needs (Graves & Luciano, 2013). Therefore, the relationships between the BNSAW and BNSIR scores were examined. It was hypothesized and subsequently confirmed that the scores on the BNSAW and BNSIR would have a positive correlation. Consistent with previous literature, the results showed RAs who perceived a higher satisfaction at work also perceived a higher satisfaction in their relationship with their HD. The correlation between autonomy, relatedness, and perceived competency also further confirmed in the interview narratives. Several HDs made reference to how relationships with their RAs played into their sense of competency and autonomy. For example, Cecilia stated, "I like forming those personal bonds, and so that way when it does come down to the actual job, it's much easier to explain things or to get messages across. I think that that personal relationship first, and establishing what they like, what they don't like, how they receive

information, how they take criticism, things of that sort, is really helpful, and it helps me." She recognized the personal connection with her RAs aided her in fostering a sense of perceived competency when she has to provide constructive feedback.

After analyzing the pre-, post-, and follow-up-training results, RA needs satisfaction scores, and interviews with HDs, there are several implications for practice and research based on the needs of RAs and the supervisor's ability to meet those needs from the findings in this study.

Implications for Future Research & Practice

Identifying RA Supervision Needs

The results from this study show that, after the training workshop, HDs were better able to identify what RAs feel are important supervisor traits, and that HDs talked extensively about these types of needs in their interviews. Thus, this study's findings demonstrate that RA supervision needs can be identified and measured, and that HDs can learn what they are. Additionally, the findings confirmed a correlation between the needs satisfaction at work and in the relationship with the supervisor, which indicated the importance of providing both, a satisfying work experience as well as supervisor-supervisee relationship. The HDs demonstrated a stronger understanding of RA needs, self-determination theory, and basic needs satisfaction theory after the training workshop. Thus, it is recommended that future research use the Q-sort results from this study and test it with different samples of RAs and HDs at different institutions in order to better understand the generalizability of the Q-sort instrument. In terms of future practice, the

ability to identify and measure RA supervision needs will be critical in creating optimal work environments for RAs, which in turn will lead to strong RA job performance.

Development of an SDT-based HD Training Workshop

The results from this study suggest that there is only limited evidence that HD participation in an SDT-based training workshop alters their supervision practices. Most of the t-test and ANOVA analyses were non-significant. Moreover, in looking at each HD individually, most of them did not change in orientation, and of those who changed, more changed from autonomy-supportive to controlling. Additionally, there may be some limitations to the impact of a one and one-half hour training, and ongoing training throughout the year may be more effective. In the follow-up interviews, many HDs explained their job was an experiential learning process so researchers could examine the effect of repeated training throughout the year. For researchers, perhaps the Problems at Work questionnaire used to measure motivation orientation was not the most effective way to measure motivation orientation among HDs, or perhaps the way PAW questions were adapted was not effective. Thus, future researchers might develop new ways to examine motivation orientations among residence life supervisors. It would be prudent to conduct additional research that studies what factors inhibit autonomy-supportive supervision over time because the HDs who changed motivation orientations demonstrated more controlling scores. Understanding factors that contribute to controlling behaviors can provide guidance on ways to overcome this issue and promote more autonomy-supportive behaviors.

For practitioners, several findings from the training workshop should be considered. The fluctuation in HD motivation orientation over time, as measured by the individual HD pre-training, post-training, and follow-up-training PAW scores, may indicate a need for continued on-going training. It is common practice to front-load training before the academic year begins and perhaps this should be reconsidered to ongoing training models that repeat concepts over the course of the academic year. In the follow-up interviews, several HDs explained that this position is an experiential learning process, which reinforces the need for on-going training. Additionally, the HDs who changed motivation orientations demonstrated more controlling scores and factors related to this change should be considered by practitioners. When examining similar trends for coaches and athletes, stress and pressure was a factor for coaches who displayed controlling behaviors (Mageau & Vallerand, 2003). Therefore, the topic of managing stress might be considered for supervisor training. During the interviews, HDs discussed modeling as the way they developed their supervision practices. Henning et. al. (2011) contended that in order to fulfill job expectations, residence life staff members need adequate support from their direct supervisors. It would be therefore helpful to educate several levels of residence life supervisors on self-determined motivation at work so positive supervision modeling can happen throughout the organization. Given that HD supervision will remain an important topic for residence life and student housing effectiveness, more work should be done to improve supervision training at all levels of residence life.

Relationship between HD Motivation Orientation and RA Work Satisfaction

Finally, this study's findings show a relationship between HD motivation orientation (autonomy supportive or controlling) and RA perceived needs satisfaction at work and in the relationship with their supervisor. Researchers should consider examining RA needs satisfaction at multiple points throughout the academic year. As demonstrated in this study, HD motivation orientation was not constant and the fluctuation in supervision practices may influence RA needs satisfaction. Future studies of RAs and HDs should explore specific supervision practices that would be considered autonomy-supportive or controlling behaviors. There are several studies on coaching practices that could be applied in the residence life work environment. Furthermore, this study should be replicated at other higher education institutions to see if it yields similar results.

In terms of future practice, if college and university housing departments want an effective RA workforce, they will need to focus on supervision. Housing professionals have already expressed a need for enhancing supervision skills (Henning, Kennedy, Cilente, & Sloane, 2011). This study demonstrated a relationship with RA needs satisfaction and satisfaction with their HD. One method to enhance supervision skills is to help HDs build strong working relationships with their RAs. Additionally, the links between autonomy, competency, and relatedness show that HDs need to effectively meet RAs needs in all three areas in complimentary ways. In the interviews, HDs recognized satisfaction or dissatisfaction of one of the basic needs had an impact other needs. Training HDs on effective methods to simultaneously satisfy basic needs can positively effect RA job and supervisor satisfaction.

One of the surprising findings is that RAs and HDs ranked "celebratory" as one of the lower priority needs. However, in the interviews, some HDs explained how they use rewards and recognition to foster competency and relatedness. According to Deci & Moller (2005), verbal rewards such as positive feedback or words of affirmation can enhance intrinsic motivation. However, tangible rewards can lower motivation and can be perceived as controlling (Deci, Koestner, & Ryan, 2001; Deci & Moller, 2005; Deci & Ryan, 1985). Deci and Ryan's Cognitive Evaluation Theory (CET), another subset of SDT, has been used to examine the impact of rewards and coaching behaviors on athlete's intrinsic motivation (Deci, Koestner, & Ryan, 2001; Ryan & Deci, 2002). Events that have a positive influence on perceived autonomy and competence will also enhance motivation and vice versa (Deci, Koestner, & Ryan, 2001; Matosic, Cox, & Amorose, 2014, Ryan & Deci, 2002). Under the CET, rewards can be informational to convey perceived competence or controlling to manage behavior (Deci, Koestner, & Ryan, 2001). Matosic, Cox, and Amorose (2014) found that athletes whose coaches who use rewards to control reported lower intrinsic motivation. Therefore, practitioners should consider the objective behind rewards and recognition and frame it as a tool to achieve basic needs through informational use, instead of a distinct and separate supervisory style to control employees. There is still more work to be done regarding supervision and the RA work experience, and unpacking the use of celebratory behaviors is an area ripe for additional research.

Limitations of the Current Study

Several limitations are associated with this study, which include sample, participant selection, and research method. The sample was not randomly selected, originated from one institution, and comprised of one type of student worker, the RA. Another limitation is that the majority of the RA participants were Caucasian/white women. Therefore the findings cannot be generalized to the entire resistant assistant or student employee population. There are also limitations to the participant selection. RAs are a unique group of student workers because of the nature of the position, living and working in the same place. Also, at many institutions, RAs receive extensive training, which vary greatly from school to school in content, formatting, and timing. Thus, the findings may not translate to RAs at other institutions. There is additionally a unique relationship between RAs and their supervisors because RAs and those who supervise them typically live and work in the same location. Therefore, the findings cannot be generalized to all supervisor-to-student worker relationships. There are limitations to the Q-sort methodology, which was used to identify RA needs. The items selected for the Qsort are the responsibility of the researcher, which is subject to personal basis (Cross, 2005). A limitation of the Problems at Work Questionnaire is the vignettes are hypothetical situations and the HDs responses are based on how appropriate they perceived the action, which may be different from the way their motivation orientation plays out in practice. The scores on the Basic Needs Satisfaction at Work and Basic Needs Satisfaction in Relationships were collected at one interval and a longitudinal study of needs satisfaction would be useful. Without being able to compare scores between control and experimental groups, there was no way to examine if the workshop was the direct cause of changes in perceptions of RA supervision. In order to maintain

confidentiality throughout the qualitative analysis, I did not examine patterns associated with HD classification. Despite these limitations, this multistage study shed light on the Resident Assistant needs satisfaction and supervision practices.

The empirical research on the supervision practices on RAs should not end here. To build on this body research, future studies could shed light on the fluctuation in motivation orientation of the supervisors. A better understanding about challenges for HDs to consistently maintain a motivation orientation that supports self-determination at work can help practitioners create environments conducive to these conditions. This study was conducted at one higher education institution so examining its applicability at other institutions would add to the literature on RA supervision. Furthermore, many departments on the college campus frequently employ students, such as recreation centers, libraries, academic support, and food, beverage and hospitality services, and should be considered as a setting for future research on supervision practices. SDT-based interventions and assessments may yield different results for student workers and supervisors in roles that are less stressful and less high-risk than those who work in residence life.

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Appendix 1.

Focus Group Q-sort Sheet

Participant #					

MOST IMPORTANT	MORE IMPORTANT	NEUTRAL	LESS IMPORTANT	LEAST UNIMPORTANT

Appendix 2.

Focus Group Participation Demographic Worksheet

	5 about your demographic informati	
. Age ○ 18	2. Gender O Male	3. Ethnicity (check all that apply)African American/Black
O 19	O Female	O Arab
0 20	O Other	O Asian/Pacific Islander
O 21	O Would rather not say	O Caucasian/White
O 22	Would father not say	O Hispanic or Latino/a
O 23		O Native American
O 24+		O Other
O Would rather not say		O Would rather not say
. Are you an international student?	5. Are you a transfer student? O Yes	6. What is your major?
O Yes	O No	
O No	3 1.0	
. How many credits of	8. Current GPA	9. How many <u>semesters</u> have you
coursework are you currently	O below 2.00	been enrolled in college?
taking?	O 2.00 to 2.49	O 1-2 (1 st year student)
0 1-11	O 2.50 to 2.99	O 3-4 (2 nd year student)
O 12-18 O 19 or more	O 3.00 to 3.49	O 5-6 (3 rd year student)
O 19 of more	O 3.50 to 3.74	O 7-8 (4 th year student)
	O 3.75 to 4.00	O more than 8
	O Don't know	44 ***
0. How many <u>semesters</u> have you been employed as an RA?	11. Do you have other paid employment on or off-campus	12. What university status is your supervisor?
O 1-2 (1 st year RA)	in addition to the RA job?	O Undergraduate student
O 3-4 (2 nd year RA)	O Yes	O Graduate student
O 5-6 (3 rd year RA)	O No	O Professional staff
O 7-8 (4 th year RA)	11b. If yes, what type of job?	
o more than 8 (5 years +) 3. Do you receive any scholarships or grants?	14. Do you receive a Pell grant?	15. What are your student employment intentions for
O Yes	O Yes	next year? (check all that apply)
O No	O No	O Work as an RA
J 110		O Work on-campus elsewhere
		O Work off-campus
		O Not sure, but plan to work
		O Will not work
		O N/A (graduating, etc.)

Appendix 3.

Electronic Q-Sort sent to RAs in 2014.

Default Question Block

Informed Consent Agreement

Please read this consent agreement carefully before you decide to participate in the study.

Purpose of the research study: The purpose of this study is to gain a deeper understanding of the student work experience within higher education institutions and successful supervision practices of on-campus undergraduate student workers. Further insight to this phenomenon could enhance the ways in which supervisors facilitate success in work place and in school for the on-campus student worker. This study will focus solely on the work experience for undergraduate students who are employed on campus.

What you will do in the study: Participants will be asked to answer questions about what student employees need from their work supervisors.

Time required: The study will require about 10-25 minutes of your time.

Risks: There are no emotional or physical risks in this research study.

Benefits: There are no direct benefits to you for participating in this research study. The purpose of the study is to identify the most and least important needs of student workers. By collecting this information, I hope to make suggestions on good supervision practices and ways to better meet student employee needs. There is little information available about student worker needs so by participating in this study you could enhance the job experience for future student workers.

Confidentiality: The information that you give in the study will be handled anonymously. Your name will not be collected or linked to the data.

Voluntary participation: Your participation in the study is completely voluntary.

Right to withdraw from the study: You have the right to withdraw from the study at any time without penalty. Withdrawal after data have been submitted is not possible as we will not know which data you submitted.

How to withdraw from the study: If you would like to withdraw before submitting the data, please close the window on your browser containing the survey. There is no penalty for withdrawing.

Payment: You will receive no payment for participating in the study.

If you have questions about the study, contact:

Karen Connors
Curry School of Education, Bavaro 130
University of Virginia, Charlottesville, VA 22903.

Telephone: (267) 712-9565 kc4ve@virginia.edu

https://jmu.co1.qualtrics.com/WRQualtricsControlPanel/Ajax.php?action=GetSurveyPrintPreview&T=3BPoha

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5/20/2014 Qualtrics Survey Software	
Karen Inkelas Curry School of Education, PO Box 400265 University of Virginia, Charlottesville, VA 22903. Telephone: (434) 243-1943 kki5x@virginia.edu	
If you have questions about your rights in the study, contact: Tonya R. Moon, Ph.D. Chair, Institutional Review Board for the Social and Behavioral Sciences One Morton Dr Suite 500 University of Virginia, P.O. Box 800392 Charlottesville, VA 22908-0392 Telephone: (434) 924-5999 Email: irbsbshelp@virginia.edu Website: www.virginia.edu/vpr/irb/sbs You may print out a copy of this page for your records.	
Agreement: I agree to participate in the research study described above. Yes No	
Instructions	
Think about the role of a supervisor in your experience as a student employee. There are several steps to this survey. You will be asked to sort a list of qualities of a work supervisor. Read each item, decide how you feel about it, and then drag it to the most appropriate box. You will repeat this step to further sort you selections from the first sort.	
It should take you between 10-25 minutes to complete.	
Your responses will be anonymous because your responses cannot be traced back to you.	
For your RA job, how important is your supervisor in your overall student employment experience?	
C Extremely Important	
Very Important	
○ Somewhat Important	

https://jmu.co1.qualtrics.com/WRQualtricsControlPanel/Ajax.php?action=GetSurveyPrintPreview&T=3BPohaltricsControlPanel/Ajax.php?action=GetSurveyPrintPreview&T=3BPohaltricsControlPanel/Ajax.php?action=GetSurveyPrintPreview&T=3BPohaltricsControlPanel/Ajax.php?action=GetSurveyPrintPreview&T=3BPohaltricsControlPanel/Ajax.php?action=GetSurveyPrintPreview&T=3BPohaltricsControlPanel/Ajax.php?action=GetSurveyPrintPreview&T=3BPohaltricsControlPanel/Ajax.php?action=GetSurveyPrintPreview&T=3BPohaltricsControlPanel/Ajax.php?action=GetSurveyPrintPreview&T=3BPohaltricsControlPanel/Ajax.php?action=GetSurveyPrintPreview&T=3BPohaltricsControlPanel/Ajax.php?action=GetSurveyPrintPreview&T=3BPohaltricsControlPanel/Ajax.php?action=GetSurveyPrintPreview&T=3BPohaltricsControlPanel/Ajax.php?action=GetSurveyPrintPreview&T=3BPohaltricsControlPanel/Ajax.php?action=GetSurveyPrintPreview&T=3BPohaltricsControlPanel/Ajax.php?action=GetSurveyPrintPreview&T=3BPohaltricsControlPanel/Ajax.php?action=GetSurveyPrintPreview&T=3BPohaltricsControlPanel/Ajax.php?action=GetSurveyPrintPreview&T=3BPohaltricsControlPanel/Ajax.php?action=GetSurveyPrintPreview&T=3BPohaltricsControlPanel/Ajax.php?action=GetSurveyPrintPreview&T=3BPohaltricsControlPanel/Ajax.php?action=GetSurveyPrintPreview&T=3BPohaltricsControlPanel/Ajax.php.action=GetSurveyPrintPreview&T=3BPohaltricsControlPanel/Ajax.php.action=GetSurveyPrintPreview&T=3BPohaltricsControlPanel/Ajax.php.action=GetSurveyPrintPreview&T=3BPohaltricsControlPanel/Ajax.php.action=GetSurveyPrintPreview&T=3BPohaltricsControlPanel/Ajax.php.action=GetSurveyPrintPreview&T=3BPohaltricsControlPanel/Ajax.php.action=GetSurveyPrintPreview&T=3BPohaltricsControlPanel/Ajax.php.action=GetSurveyPrintPreview&T=3BPohaltricsControlPanel/Ajax.php.action=GetSurveyPrintPreview&T=3BPohaltricsControlPanel/Ajax.php.action=GetSurveyPrintPreview&T=3BPohaltricsControlPanel/Ajax.php.action=GetSurveyPrintPreview&T=3BPohaltricsControlPanel/Ajax.php.action=GetSurveyPrintPreview&T=3BPohaltricsControlPanel/Ajax.php.action=GetSurveyPrintPreview&T=

5/20/2014		Qualtrics Survey Software
	Neither Important nor Unimportant	
	 Somewhat Unimportant 	
	Very Unimportant	
	Not at all Important	

Think about the role of a supervisor in your experience as a student employee, particularly for the RA job.

Below is a list of qualities for a supervisor. Please drag and drop these items into one of three categories: Important, Somewhat important, Less Important. You can place up to seven items in each category.

Items

Easily accessible and approachable - can get in touch with in person, via phone or email, feel comfortable going to, can ask questions

Consistent - have routines, meetings structured the same way, hold everyone to the same standard

Timely & Organized - can easily find things, work space clean and neat, responds quickly, meets deadlines, meetings start and end on time, passes on information in a timely fashion

Transparent - Provide clear expectations, examples, and deadlines, employees are not left guessing

Role model - set a good example, follow rules and laws, ethical

Open minded - willing to hear suggestions and make changes

Team player - encourages and develops good relationships among the group, chips in, won't ask employees to do things he/she wouldn't

Assertive and powerful - can take control, commanding, confident

Accountability - holds individuals accountable for job responsibilities and expectations

Important
Somewhat Important
·
Less Important
I .

Qualtrics Survey Software

Patient - allows time for the student to learn, doesn't get mad about mistakes

Celebratory - recognizes and rewards good work, sees individuals strengths

Strong oral and written communication skills proofreads work, easy to understand

Trustworthy and Reliable - does what and when they say they will, keeps confidentially

Personable - make a personal connection with the student, not robotic, has a sense of humor

Professional - neat in appearance, poised, accountable

Dedicated - committed to the job and the people, shows enthuasism

Competent & Knowleagable can do his/her own job, experienced, informed, can answer questions or make referrals when necessary

Understanding of academics commitments, knows employee is a student first and foremost, helps student make school a top priority

Involved - engaging, anticipates needs, proactive, not reactive

Developmental - invested in personally and professionally growth, provides appropriate feedback, helps students learn

Supportive - provides encouragment and emotional support that is both personal and professional

In the previous question, you selected the following items as important qualities for your supervisor.

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Please **further sort** the following items into two categories: most important and more important. You can place up to four items in each category and **rank them** from highest to lowest within each box.

Items

- » Easily accessible and approachable - can get in touch with in person, via phone or email, feel comfortable going to, can ask questions
- » Consistent have routines, meetings structured the same way, hold everyone to the same standard
- » Timely & Organized can easily find things, work space clean and neat, responds quickly, meets deadlines, meetings start and end on time, passes on information in a timely fashion
- » Transparent Provide clear expectations, examples, and deadlines, employees are not left guessing
- » Role model set a good example, follow rules and laws, ethical
- **» Open minded** willing to hear suggestions and make changes
- » Team player encourages and develops good relationships among the group, chips in, won't ask employees to do things he/she wouldn't
- » Assertive and powerful can take control, commanding, confident
- **» Accountability** holds individuals accountable for job responsibilities and expectations
- » Patient allows time for the student to learn, doesn't get mad about mistakes
- » Celebratory recognizes and rewards good work, sees individuals strengths
- » Strong oral and written communication skills proofreads work, easy to understand
- » Trustworthy and Reliable -

Most Important
More Important

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does what and when they say they will, keeps confidentially	
» Personable - make a personal connection with the student, not robotic, has a sense of humor	
» Professional - neat in appearance, poised, accountable	
» Dedicated - committed to the job and the people, shows enthuasism	
» Competent & Knowleagable - can do his/her own job, experienced, informed, can answer questions or make referrals when necessary	
» Understanding of academics commitments, knows employee is a student first and foremost, helps student make school a top priority	
» Involved - engaging, anticipates needs, proactive, not reactive	
» Developmental - invested in personally and professionally growth, provides appropriate feedback, helps students learn	
» Supportive - provides encouragment and emotional support that is both personal and professional	
»	
pervisor.	ected the following items as somewhat important qualities for your
	ng items into two categories: important and slightly important. You can ategory and rank them from highest to lowest within each box
Items	Important
» Easily accessible and approachable - can get in touch	
with in person, via phone or email, feel comfortable going to, can ask questions	
	they will, keeps confidentially **Personable - make a personal connection with the student, not robotic, has a sense of humor **Professional - neat in appearance, poised, accountable **Dedicated - committed to the job and the people, shows enthuasism **Competent & Knowleagable - can do his/her own job, experienced, informed, can answer questions or make referrals when necessary **Understanding of academics commitments, knows employee is a student first and foremost, helps student make school a top priority **Involved - engaging, anticipates needs, proactive, not reactive **Developmental - invested in personally and professionally growth, provides appropriate feedback, helps students learn **Supportive - provides encouragment and emotional support that is both personal and professional **previous question, you seleptivisor.** **ease further sort the following ace up to four items in each could be accounted by a pervisor.** **Items** **Easily accessible and**

standard

- » Timely & Organized can easily find things, work space clean and neat, responds quickly, meets deadlines, meetings start and end on time, passes on information in a timely fashion
- » Transparent Provide clear expectations, examples, and deadlines, employees are not left guessing
- » Role model set a good example, follow rules and laws, ethical
- **» Open minded** willing to hear suggestions and make changes
- » Team player encourages and develops good relationships among the group, chips in, won't ask employees to do things he/she wouldn't
- » Assertive and powerful can take control, commanding, confident
- » Accountability holds individuals accountable for job responsibilities and expectations
- » Patient allows time for the student to learn, doesn't get mad about mistakes
- » Celebratory recognizes and rewards good work, sees individuals strengths
- » Strong oral and written communication skills proofreads work, easy to understand
- » Trustworthy and Reliable does what and when they say they will, keeps confidentially
- » Personable make a personal connection with the student, not robotic, has a sense of humor
- » Professional neat in appearance, poised, accountable
- **» Dedicated** committed to the job and the people, shows enthussism

- 1			

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	Qualtrics Survey Software
» Competent & Knowleagab can do his/her own job, experienced, informed, can answer questions or make referrals when necessary	ble -
» Understanding of academ commitments, knows employe is a student first and foremost, helps student make school a t priority	ee t,
» Involved - engaging, anticipates needs, proactive, reactive	not
» Developmental - invested in personally and professionally growth, provides appropriate feedback, helps students learn	4
Supportive - provides encouragment and emotional support that is both personal a professional	
»	
In a previous question vo	
	ollowing items into two categories: less important and least important. You s in each category and rank them from highest to lowest within each box
supervisor. Please further sort the focan place up to four items	ollowing items into two categories: less important and least important. You s in each category and rank them from highest to lowest within each box
supervisor. Please further sort the fo	ollowing items into two categories: less important and least important. You is in each category and rank them from highest to lowest within each box
supervisor. Please further sort the focan place up to four items Items ** Easily accessible and approachable - can get in tou with in person, via phone or email, feel comfortable going	collowing items into two categories: less important and least important. You is in each category and rank them from highest to lowest within each box Less Important uch to,
supervisor. Please further sort the focan place up to four items Items Basily accessible and approachable - can get in tou with in person, via phone or email, feel comfortable going can ask questions Consistent - have routines, meetings structured the same way, hold everyone to the san	collowing items into two categories: less important and least important. You so in each category and rank them from highest to lowest within each box Less Important Least Important Least Important

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- » Role model set a good example, follow rules and laws, ethical
- » Open minded willing to hear suggestions and make changes
- » Team player encourages and develops good relationships among the group, chips in, won't ask employees to do things he/she wouldn't
- » Assertive and powerful can take control, commanding, confident
- » Accountability holds individuals accountable for job responsibilities and expectations
- » Patient allows time for the student to learn, doesn't get mad about mistakes
- » Celebratory recognizes and rewards good work, sees individuals strengths
- » Strong oral and written communication skills proofreads work, easy to understand
- » Trustworthy and Reliable does what and when they say they will, keeps confidentially
- » Personable make a personal connection with the student, not robotic, has a sense of humor
- » Professional neat in appearance, poised, accountable
- **» Dedicated** committed to the job and the people, shows enthuasism
- » Competent & Knowleagable can do his/her own job, experienced, informed, can answer questions or make referrals when necessary
- » Understanding of academics commitments, knows employee is a student first and foremost, helps student make school a top priority
- » Involved engaging, anticipates needs, proactive, not

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	reactive		
	» Developmental - invested in personally and professionally growth, provides appropriate feedback, helps students learn		
	» Supportive - provides encouragment and emotional support that is both personal and professional		
	»		
PI	ease enter your demographic	information.	
W	hat is your age?		
	<u> </u>		
	O 19		
	O 20		
	<u>21</u>		
	O 22		
	O 23		
	O 24+		
	Would rather not say		
W	hat is your gender?		
	Female		
	Other		
	Would rather not say		
100	hat is your Race/Ethnicity? Ple	page select all that apply	
VV	nacia your Nace/Elimoty? Pit	ουσου απι πιαταρριγ.	
	African American/Black		
https://jmu.	co1.qualtrics.com/WRQualtricsControlPanel/A	jax.php?action=GetSurveyPrintPreview&T=3BPoha	10/14

5/20/2014	4 Qualtrics Survey Software	
	☐ Arab	
	Asian/Pacific Islander	
	☐ Caucasian/White	
	Hispanic or Latino/a	
	☐ Native American	
	Other	
	Would rather not say	
lf	"Other" was selected, please give your Race/Ethnicity.	
Н	low many <u>semesters</u> have you been enrolled in college?	
	1-2 semesters (1st year student)	
	3-4 semesters (2nd year student)	
	5-6 semesters (3rd year student)	
	7-8 semesters (4th year student)	
	More than 8 semesters	
А	re you an international student?	
	○ Yes	
	○ No	
Α	re you a transfer student?	
	O Van	
	○ Yes	
	○ No	
http://:	u.co.] qualtries.com/WB/maltries/ControlBanal/A jay.php?gotion=CatSurvayBrintBraviays&T=2DBcha	11/14
nups://jm	u.co1.qualtrics.com/WRQualtricsControlPanel/Ajax.php?action=GetSurveyPrintPreview&T=3BPoha	11/14

What is your major?		
How many credits of cou	ursework are you currently taking?	
1-11 credits		
12-18 credits		
19 or more credits		
Do you receive any scho	plarships or grants?	
◯ Yes		
○ No		
Do you receive a Pell Gra	nt?	
○ Yes		
○ No		
Current Grade Point Avera	age (GPA)	
o below 2.00		
2.00 to 2.49		
2.50 to 2.99		
3.00 to 3.49		
3.50 to 3.74		
3.75 to 4.00		
O Don't know		

	university status is your supervisor (for your RA job only if you have multiple jobs)?
○ P	rofessional staff
O G	raduate student
	ndergraduate student
How n	nany <u>semesters</u> have you been employed as an RA?
O 1-	2 semesters (1st year RA)
O 3-	4 semesters (2nd year RA)
O 5-	6 semesters (3rd year RA)
O 7-	8 semesters (4th year RA)
() m	ore than 8 semesters (5th year RA or more)
○ N	
What o	other type of employment do you hold?
What a	are your student employment intentions for next year? (check all that apply)
	are your student employment intentions for next year? (check all that apply)
□ w	
□ w	ork as an RA
W	ork as an RA
W W W	ork as an RA ork on-campus in another position ork off-campus
W	ork as an RA ork on-campus in another position ork off-campus ot sure, but plan to work

Appendix 4.

Electronic pre- and post-test sent to residence life supervisors: HDs.

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Default Question Block

Informed Consent Agreement

Please read this consent agreement carefully before you decide to participate in the study.

Purpose of the research study: The purpose of this study is to gain a deeper understanding of the student work experience within higher education institutions and successful supervision practices of on-campus undergraduate student workers. Further insight to this phenomenon could enhance the ways in which supervisors facilitate success in work place for the on-campus student worker. This study will focus solely on the work experience for undergraduate students who are employed on campus in residence life.

What you will do in the study: Participants will be asked to answer questions about what student employees need from their work supervisors as well as respond to scenarios about supervising RAs.

Time required: The study will require about 15-30 minutes of your time.

Risks: There are no emotional or physical risks in this research study.

Benefits: There are no direct benefits to you for participating in this research study. The purpose of the study is to identify the most and least important needs of student workers. By collecting this information, I hope to make suggestions on good supervision practices and ways to better meet student employee needs. There is little information available about student worker needs so by participating in this study you could enhance the job experience for future student workers.

Confidentiality: The information that you give in the study will be handled anonymously. Your name will not be collected or linked to the data.

Voluntary participation: Your participation in the study is completely voluntary.

Right to withdraw from the study: You have the right to withdraw from the study at any time without penalty. Withdrawal after data have been submitted is not possible as we will not know which data you submitted.

How to withdraw from the study: If you would like to withdraw before submitting the data, please close the window on your browser containing the survey. There is no penalty for withdrawing.

Payment: You will receive no payment for participating in the study.

If you have questions about the study, contact: Karen Connors Curry School of Education, Bavaro 130 University of Virginia, Charlottesville, VA 22903. Telephone: (267) 712-9565 kc4ve@virginia.edu 6/21/2014 Qualtrics Survey Software Karen Inkelas Curry School of Education, PO Box 400265 University of Virginia, Charlottesville, VA 22903. Telephone: (434) 243-1943 kki5x@virginia.edu

If you have questions about your rights in the study, contact:

Tonva R. Moon, Ph.D. Chair, Institutional Review Board for the Social and Behavioral Sciences One Morton Dr Suite 500 University of Virginia, P.O. Box 800392 Charlottesville, VA 22908-0392

Telephone: (434) 924-5999 Email: irbsbshelp@virginia.edu Website: www.virginia.edu/vpr/irb/sbs

You may print out a copy of this page for your records.

Agreement: I agree to participate in the research study described above.
YesNo

Instructions

Think about the role of a supervisor in the student employee experience. There are several steps to this survey. You will be asked to sort a list of qualities of a work supervisor and respond to scenarios about the supervision of RAs.

It should take you between 15-30 minutes to complete.

Your responses will be anonymous because your responses cannot be traced back to you.

For the RA job, how important do you feel RAs would say the supervisor plays in their overall student employment experience?

Extremely Important
Very Important
○ Somewhat Important
qualtrice com/ControlPanal/A jay php?action=CatSurvayPrintPrayiony&T=2EDCI2

6/21/2014	Qualtrics Survey Software
 Neither Important nor Unimporta 	nt
 Somewhat Unimportant 	
Very Unimportant	
Not at all Important	
Think about what RAs need from	om their Hall Directors.
Below is a list of qualities for a terms of importance?	a supervisor. How do you think RAs' would rank the following items in
Please drag and drop FOUR (needs.	4) items that you feel RAs would indicate as their most important
*Note these are all important n	needs but the RAs put them in rank order from most to least.
Items Easily accessible and approachable - can get in touch with in person, via phone or email, feel comfortable going to, can ask questions Consistent - have routines, meetings structured the same way, hold everyone to the same	Most Important
standard Timely & Organized - can easily find things, work space clean and neat, responds quickly, meets deadlines, meetings start and end on time, passes on information in a timely fashion	
Transparent - Provide clear expectations, examples, and deadlines, employees are not left guessing	
Role model - set a good example, follow rules and laws, ethical	
Open minded - willing to hear suggestions and make changes	

Team player - encourages and develops good relationships among the group, chips in, won't ask employees to do things he/she wouldn't

Assertive and powerful - can take control, commanding, confident

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Accountable - holds individuals accountable for job responsibilities and expectations

Patient - allows time for the student to learn, doesn't get mad about mistakes

Celebratory - recognizes and rewards good work, sees individuals strengths

Strong oral and written communication skills proofreads work, easy to understand

Trustworthy and Reliable - does what and when they say they will, keeps confidentially

Personable - make a personal connection with the student, not robotic, has a sense of humor

Professional - neat in appearance, poised, accountable

Dedicated - committed to the job and the people, shows enthuasism

Competent & Knowleagable can do his/her own job, experienced, informed, can answer questions or make referrals when necessary

Understanding of academics commitments, knows employee is a student first and foremost, helps student make school a top priority

Involved - engaging, anticipates needs, proactive, not reactive

Developmental - invested in personally and professionally growth, provides appropriate feedback, helps students learn

Supportive - provides encouragment and emotional support that is both personal and professional Think about what RAs need from their Hall Directors.

Below is a list of qualities for a supervisor. How do you think RAs' would rank the following items in terms of importance?

Please drag and drop <u>FOUR (4)</u> items that you feel RAs would indicate as their <u>least important</u> needs.

*Note these are all important needs but the RAs put them in rank order from most to least.

Items

Easily accessible and approachable - can get in touch with in person, via phone or email, feel comfortable going to, can ask questions

Consistent - have routines, meetings structured the same way, hold everyone to the same standard

Timely & Organized - can easily find things, work space clean and neat, responds quickly, meets deadlines, meetings start and end on time, passes on information in a timely fashion

Transparent - Provide clear expectations, examples, and deadlines, employees are not left guessing

Role model - set a good example, follow rules and laws, ethical

Open minded - willing to hear suggestions and make changes

Team player - encourages and develops good relationships among the group, chips in, won't ask employees to do things he/she wouldn't

Assertive and powerful - can take control, commanding, confident

Accountable - holds individuals accountable for job responsibilities and expectations

Patient - allows time for the student to learn, doesn't get mad about mistakes

Celebratory - recognizes and rewards good work, sees

Least Important	

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individuals strengths

Strong oral and written communication skills proofreads work, easy to understand

Trustworthy and Reliable - does what and when they say they will, keeps confidentially

Personable - make a personal connection with the student, not robotic, has a sense of humor

Professional - neat in appearance, poised, accountable

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Competent & Knowleagable can do his/her own job, experienced, informed, can answer questions or make referrals when necessary

Understanding of academics commitments, knows employee is a student first and foremost, helps student make school a top priority

Involved - engaging, anticipates needs, proactive, not reactive

Developmental - invested in personally and professionally growth, provides appropriate feedback, helps students learn

Supportive - provides encouragment and emotional support that is both personal and professional

According to Deci & Ryan's Basic Needs Satisfaction Theory, humans have these three basic psychological needs:

If you are unsure, please take a guess (without looking up the answer) and this will be covered during Hall Director training.

1.	

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2.	
3.	

On the following pages you will find a series of vignettes. Each one describes an incident and then lists four ways of responding to the situation.

Please read each vignette and then consider each response in turn. Think about each response option in terms of how appropriate you consider it to be as means of dealing with the problem described in the vignette, and then rate it on the seven point scale. You may find the option to be "perfect," in other words, "extremely appropriate" in which case you would rate the option a 7. You may consider the response highly inappropriate in which case you might rate it a 1. If you find the option reasonable you would select some number between 1 and 7 as its rating. So think about each option and rate it on the accompanying scale. Please rate each of the four options for each vignette. There are eight vignettes with four options for each, for a total of 32 items.

There are no right or wrong ratings on these items. People's styles differ, and we are simply interested in what you consider appropriate given your own style.

In each case, the stories ask about what is the appropriate thing for the supervisor to do. Some portray you as the supervisor and some ask what you think is appropriate for another supervisor to do. While some of these situations may not be ones that would arise in your specific work, simply imagine what it would be like for you in that situation, and respond accordingly. In rating each item, please use the following scale:

l,	Very nappropriate			Moderately Appropriate			Very Appropriate
F	1	2	3	Appropriate	5	6	7

Scenario 1

Jim, a returning RA, has generally done work on a par with others on his staff. However, for the past couple of weeks he has appeared preoccupied and listless. The work he has done is good but he has made fewer appearances on his floor than usual. The most appropriate thing for Jim's Hall Director to do is:

		Very Inappropriate	-	Moderately	Appropriate	Very App	propriate
	1	2	3	4		5 6	5 7
Impress upon Jim that it is really important to keep up with his work for his own good.							
Talk to Jim and try to help him work out the							

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	cause of his listlessness.	
	Warn him that if he continues to be absent on his floor, some negative action might be taken.	
	Let him see how his productivity compares with that of his coworkers and encourage him to catch up.	

Scenario 2

Nancy, one of your RAs, has been taken particularly challenging courses this semester. She has been working hard at it, doing extremely well and is proud of her accomplishments. However, you are concerned, because she is very hard to work with whenever the pressure at school is high. You decide the best thing to do is:

	V	ery inappropriate	Mod	erately appro	ropriate Very appre		9
	1	2	3	4	5	6	7
Ask her to talk out how she plans to handle the situation.							
Tell her that she ought to watch the balance between work and school and suggest she put more of her energies into her job.							
Point out how other working students have handled the problem and see if that helps her handle the situation better.							
Insist that she cut down on the time she spends in the library or take fewer courses; you can't allow it to interfere with work.							

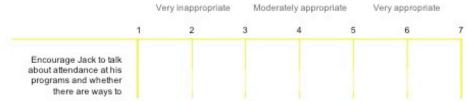
Scenario 3

One of the RA staffs in another hall has been doing more poorly than the other staffs all year. The appropriate way for that Hall Director to handle the situation would be to:

	Ve	ery inappropriat	e Mod	erately appro	priate	Very appropriat	te
	1	2	3	4	5	6	
Tell them that performance has to improve and offer them tangible incentives to improve.							
Let them know how the other staffs are performing so they will be motivated to do as well.							
Have some discussions with the staff as a whole and facilitate discussion to devise some solutions for improving performance.							
Keep a record of each RA's individual productivity and emphasize that it is an important performance index for their evaluations.							

Scenario 4

For some time Jack's program attendance has been at a steady, average level. You suspect however that he could do better. A useful approach might be to:



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	improve.			
should that he wo	o Jack that he do better, and on't get ahead intinues at his current level.			
point	Go over your with him and ut his relative g with others.			
closely; increase and point	atch him more praise him for d attendance, out whenever e falls behind.			

Scenario 5
The recent termination of an RA has resulted in a heavier workload for the remaining staff members. Barbara, the Hall Director, hoped the situation would be temporary, but today she learned that they would need to continue to work with the reduced staff for an indefinite period. Barbara should:

	Ve	ery inappropria	ate M	oderately appro	priate	Very appropriate	е
	1	2	3	4	5	6	7
Point out that her RAs will keep their own jobs only if they can remain productive at the current rate; and then watch their output carefully.							
Explain the situation and see if they have suggestions about how they could meet the current demands.							
Tell all of her RAs that they should keep trying because it is to their advantage to do so.							
Encourage her RAs to keep up with the workload by pointing							



Scenario 6

There is one floor in your hall, which is regarded by all as the worst. The bulletin boards on this hall are frequently tom down and the bathrooms are always a mess. Dave is the RA currently assigned to this floor. While he is generally very cooperative and satisfied in other respects, Dave seems to be increasingly resentful about his job, in part because it's an object of jokes and chiding from his peers. Dave's Hall Director might:

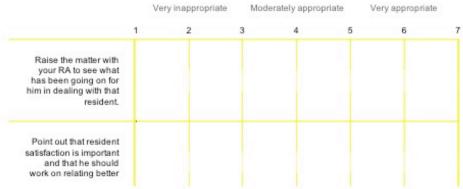
	٧	ery inappropriate	Mod	Moderately appropriate		Very appropriate		
	1	2	3	4	5	6	7	
Let him know that the other people at his level also have to put up with unpleasant aspects of their jobs, and give him a few examples of these.								
Be clear with him that it is his responsibility and be sure he continues to do it.								
Talk to him about his floor, see if he can work through some of his feelings about it and the jokes that get directed at him.								
Point out that the job is fairly assigned based upon seniority, and that such a system works for Dave's own good as well as others'.								

Scenario 7

Sarah has been getting behind on completing her incident reports. Several days, sometimes a week or two, pass before she turns in her incident reports. She often waits until she completes all her reports and then submits all of them at the same time. The best thing for her Hall Director to do is:

	V	ery inappropriate	Mod	erately appro	priate V	Very appropriate	
	1	2	3	4	5	6	
Emphasize how important it is for her to keep up with incident reports and emphasize that she should meet ongoing demands.							
Let her know how other RAs who have similar amounts of incidents are managing to keep up, so she can think about it. This might help her figure out how to better keep up.							
Insist that the incident reports be done within a specified time limit, and check to be sure she is meeting the deadlines.							
Find out from Sarah what she thinks is wrong and see if you can help her figure out how to better organize her incident reports.							

Scenario 8
One of the residents has let you know that he is not very satisfied with the attitude of his RA. The thing for you to do might be:



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	to the resident.							
	Show him some ways that others relate to their residents so he can compare his own style to others.							
	Tell him to see to it that the resident is more satisfied and let him know you will be checking up on him.							

For the last part of this survey, please enter your demographic information.

What is your age?
O 18-21
22-24
25-30
O 31-35
36-40
40+
Would rather not say
What is your gender?
Male
Female
Other
 Would rather not say

What is your Race/Ethnicity? Please select all that apply.

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	African American/Black
	Arab
	Asian/Pacific Islander
	Caucasian/White
	Hispanic or Latino/a
	Native American
	Other
	Would rather not say
If "Of	ther" was selected, please give your Race/Ethnicity.
Wha	at university status? Professional staff
	Graduate student
	Undergraduate student
How	v long have you supervised staff in residence life?
\circ	Less than 6 months
\circ	More than 6 months but less than 1 year
\circ	More than 1 year but less than 3 years
\circ	More than 3 but less than 5 years
\circ	More than 5 years but less than 7 years
0	More than 7 years
How	many RAs do you supervise?
0	1-4 RAs
\circ	5-7 RAs

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	○ 8-12 RAs
	○ 13-18 RAs
	omore than 18 RAs
lf	you are a student, how many credits of coursework are you currently taking?
	1-11 credits
	○ 12-18 credits
	19 or more credits
V	Vill you have additional employment during the academic year?
	○ Yes
	○ No
V	Vhat other type of employment do you hold?
Ρ	Prior your current role, have you ever held a supervisory position?
	○ Yes
	○ No
lf	yes, have you previously supervised student workers?
	○ Yes
	○ No

Appendix 5.

Schedule

Introduction of the presenter and interest in supervision, previous	3 Minutes
work in residence life, current role at UVa, and goals of the project	
Definition of student worker and challenges of supervising student	5-10 Minutes
workers Discussion	
Overview of motivation theories: self-determination theory and basic	10-15 Minutes
psychological needs satisfaction	
Results of Q-sort Needs Surveys Discussion	10-15 Minutes
Autonomy Activity	15-20 Minutes
Competency Activity	15-20 Minutes
Relatedness Activity	15-20 Minutes
Q&A	10 Minutes
Conclusion and Explanation of Follow-up Interviews and Surveys	2-3 Minutes

Autonomy Activity

Definition of autonomy - feelings of volition and choice

Purpose

Through this activity, HDs will examine aspects of the RA job in which they can provide choice. Based on theory and research, employees were more satisfied with their work experience when supervisors who demonstrated autonomy-supportive behaviors compared to controlling behavior.

Objective

HDs will learn about ways to provide choice within the RA job.

Overview

For the autonomy activity, HDs will be arranged in seven groups and each group will be assigned one aspect of the RA job: 1) Programming, 2) Hall Office, 3) Duty Shifts, 4) RA Floor or Section, 5) RA training, 6) Staff Meetings, and 7) Staff Development Meetings. The group will brainstorm ways in which they can provide RAs the autonomy to make their own choices and where the HD needs to be more authoritative in decision making within their assigned job aspect. Then the HDs will reconvene as a whole group and share what they discussed. Details of Competency Activity for workshop.

Competency Activity

Definition of competence – opportunities to effectively demonstrate one's capabilities Supervisors can increase employee motivation by providing the right combination of experiences, conditions, and tools to enable the development of the skills required to master the task at hand (Lyness, Lurie, Ward, Mooney, and Lambert, 2013).

Supporting competency is two-fold. You can serve as a source of competency in which you show your RAs you know how to do your job. In addition, you will also need to help your RAs be more competent at their own jobs. At times you will need assistance yourself, which is one way

to model growth and development. For example, during training your RAs will have a ton of questions for you. You don't need to have all the answers right away, but they want a supervisor who is knowledgeable and competent.

Purpose

Through this activity, HDs will examine aspects of the RA job in which they can foster competency. According to Deci and Ryan's theory, employees need to have opportunities to show their own capabilities. Supervisors can help employees understand their own competence as well as model perceived competence.

Objective

HDs will learn about the importance of being a source of competence as well as ways to foster RAs own sense of competency.

Overview

To better understand perceived competence, HDs will participate in an activity called "Show Me Competence!" Two HDs will act out a scene in which one is an RA and the other is the HD. Some scenarios will help the HD demonstrate his/her own competency, while others will help the RA see his/her own competency through the HD's guidance. These scenarios will help the HDs understand ways they can show their RAs their own competence and help their RAs build competence. Pairs of HDs will take turns acting out the scenarios and the group will discuss the sources of competency. As an example, the "RA" will ask his/her "HD" 'can my residents store their bicycles on their balconies'? Additionally, another example is: the "RA" tells his/her "HD" that he/she has had less than five residents at his/her last two programs, and no one wants to come to anything he/she plans. The "HD" will have thirty seconds to respond to the RA. The "HD" can consult the handbook, ask another HD, or consult his/her Area Director if needed in order to respond appropriately to the scenario. After ten minutes of the role-playing activity, the HDs will discuss what they observed and how they can serve as a source of competency for their RAs in their supervision practices.

Scenarios

FC = Foster competency – the HD should help the RA feel competent

SC = Show competency – the HD has an opportunity to demonstrate competency

FC	1	You are the HD. It is the end of October and one of your RAs has not completed an academic program. He/she has done the other programs, but has not discussed a plan for an academic program. If he/she doesn't mention an academic program at the next one-on-one, you decide you will bring it up.	You are the RA. You are feeling pretty frustrated about coming up with an academic program. You feel like everything has been done before and anything you plan, your residents won't come to. You decide to discuss this with your HD during your one-on-one.
SC	2	You are the HD. You receive a phone call from one of your RAs at 9:30pm on a Monday night.	You are the RA. You are on a duty tour and notice an exterior door is not latching and the alarm is sounding. It is 9:30pm on a Monday. You are not sure what to do so you call the HD.
SC	3	You are the HD. Your RA stops by your apartment with a question.	You are the RA. Your resident wants to hold a meeting for her club (e.g. InterVaristy, Rugby, Knitting, Kayaking) in the lounge. You are not sure if this is allowed so tell your resident you will check with the HD. You stop by your HDs apartment to ask.
FC	4	You are the HD. You are walking through the hall during RA training week and notice one of your RAs is working on his/her bulletin board. You stop to see	You are a new RA. You are putting up your first bulletin board. You have never done this before and are getting very frustrated. You have already ripped the paper once and had to start over. It

		how things are going.	seems like everyone else got their paper up perfectly without any ripped edges. You have no clue how to do this. You see your HD walking down the hall. You are nervous, embarrassed, and don't
FC	5	You are the HD. During dinner your RAs are talking	want to look like a fool, but need help. You are a new RA. BCDs are tomorrow and you are extremely
		about BCDs (which happen tomorrow). You notice one of your RAs looks extremely uncomfortable. This person is usually very talkative during meals, but quiet during this conversation. On the way back from dinner, you decide to talk with your RA about what you observed.	nervous. You feel a lot of pressure and know everyone will be watching. You have heard horror stories from the returning RAs about new RAs freezing up or doing a bad job. Everyone else seems so excited about BCDs but you are dreading it. On the way back from dinner, your HD walks and talks with you.
SC	6	You are the HD. It is 11pm on Thursday night. You get a call from one of your RAs.	You are the RA. You are on a duty tour on Thursday night at 11pm. You hear a lot of noise coming from room 1109. It sounds like there are several different voices. You are pretty sure you heard someone says "shots!" You decide to call your HD for backup before knocking on the door. You feel pretty comfortable handling the situation but know having another person there would be helpful.
SC	7	You are the HD. You receive a call from the RA who is on duty.	You are doing a duty tour of a building. You notice a bicycle on a balcony. You remember something from training about a bicycle policy but don't recall the specifics so you call your HD.
FC	8	You are the HD. One of your RAs stops by your apartment/office.	You are the RA. You are on duty tomorrow night and it is Halloween. You are a little nervous about this night and have heard horror stories from other RAs. You haven't dealt with a lot of incidents this year and are not feeling very confident about confrontation. You don't want to seem like you can't handle it but feel you need to talk to someone. You decide to stop by your HD's apartment/office and bring it up.
FC	9	You are the HD. During training, you get a question from one of your RAs.	You are the RA. You are so confused by all of the acronyms and lingo they use in ORL. During training, you ask your HD, what does FYI stand for? What does CAMP stand for? You feel like you don't know any of the ORL language.
FC	10	You are the HD. You are having a one-on-one with your RA during (or at the end of) training.	You are the RA and under the SYE programming model. You have 32 upperclass residents and need to come up with a plan for conducting all your interviews. You seek advice from your HD on different ways to get your interviews finished by November.
SC	11	You are the HD. One of your RAs stops by your apartment/office.	You are the RA. You need to submit program paperwork. You know it was covered in training, but totally forgot how to do it. You stop by your HD's office/apartment and ask him/her to show you.
SC	12	You are the HD. You get a question from one of your RAs.	You are the RA. Move is in tomorrow and you never set up your room voicemail and don't remember how to do so. You decide to ask your HD about the process to set up voicemail.
FC	13	You are the HD. Your RA talks with you during training about a concern.	You are the RA. You look at your schedule and are worried about the duty schedule because you have a nursing/student teaching/business internship you are required to complete this semester. You are feeling really anxious about all you have to do. At the end of training, you talk to your HD about how you are going to manage everything.
FC	14	You are the HD. One of your RAs wants to talk at end of a training day.	You are the RA. You do not think you are very crafty and are worried about door decorations and bulletin boards. You made an attempt at door decorations, but after talking with another RA, you don't think your HD will approve. You have already asked to meet with your HD at the end today's training and you go to his/her apartment/office.
SC	15	You are the HD. After a fire drill, you assign each RA to follow-up on violations. You gave each RA a list with the residents' room number and the prohibited item. One of your RAs has a question about this task.	You are the RA. Your HD gave you a list of fire safety violations, but aren't really sure what to do. You have been assigned to follow up on appliances. You ask your HD to explain more about what the list means and what you are supposed to do.
SC	16	You are the HD. You get a phone call on a Sunday	You are the RA. It is Sunday night and one of your residents left

		night from one of your RAs.	his room key at home. His mother said she would mail it to him on Monday. You are not sure what to do so you call your HD.
SC	17	You are the HD. One of your RA's forwards you an email from a resident. The email says Jamie (resident in room 305) is volunteering at graduation. Move out is on Friday, but this resident is requesting to stay until graduation is over. Your RA stops by your office/apartment later that day and says, did you see my email about Jamie?	You are the RA. You get an email from one of your residents. Jamie (resident in room 305) is volunteering at graduation. Move out is on Friday, but this resident is requesting to stay until graduation is over. You are not sure so you forward the email to your HD. You stop by your HD's apartment/office on your way back from class to follow-up on the question.
		*If you have time, you can figure out the answer before your turn at the game.	Say something like this so the audience knows what you are talking about: *Hey [HD]! Did you see my email from Jamie about moving out after graduation?
FC	18	You are the HD. You get a phone call on a Tuesday evening from one of your RAs.	You are the RA. You went to dinner with a few of your residents. When you get back to the hall you notice Cameron and Taylor have a candle in their room. You know candles are not permitted but just had a really nice meal with them. You are not sure how to handle this situation so when you get back to your room, you call your HD.

Relatedness Activity

Definition of relatedness – sense of belonging and connectivity with others

Purpose

According to research and theory, employees who reported greater sense of belonging as reported higher satisfaction with work. Especially in residence life, a good working relationship between a supervisor and his/her employees is critical. HDs will explore ways to use their office of apartment as a means to relate to their RAs.

Objective

HDs will understand the significant of relating to their employees and ways to do that through arranging a physical space.

Overview

To begin the relatedness activity, each HD will receive a blank piece of paper. HDs will first work individually and then form small groups to discuss. Using the paper, HDs will create a space (either their office or HD apartment) that will help them relate to their RAs. They will be asked to reflect on: a) what they plan to put in this space; b) how they will arrange the space; and c) what the space tells their RAs about themselves. Once the HDs finish their design, they will form groups of two or three to discuss what they created and how it will help them relate to their RAs. The group will reconvene as a whole and discuss major themes about relatedness from this activity.

The workshop will conclude with general questions and comments about all that was covered and how the HDs can incorporate this information in staff supervision. In addition, the researcher will remind HDs about completing the survey for the second time and give an overview of the follow-up interviews that will take place later in the semester.

Appendix 6.

Interview questions for HDs about supervision practices.

- a. What are the most enjoyable aspects of supervising RAs?
 - i. ...student workers?
- b. What are the most challenging parts of supervising RAs?
 - i. ...student workers?
- c. What do you think your RAs need from you as their supervisor?
- d. In what aspects of the job do your RAs have the opportunity to make choices?
- e. What aspects of the job are controlled in which RAs do not have a choice?
- f. In what aspects of the job do your RAs have autonomy to make choices?
 - i. ...on their floor?
 - ii. ...in the hall?
 - iii. ...in programming?
 - iv. ...responding to incidents?
- g. How would you describe your relationship with your RAs?
- h. What do you do to relate to your RAs?
- i. How do you RAs gauge their own competency?
 - i. How do they show they are capable (or not)?
 - ii. How do they know they are successful (or not) in the RA job?
- j. What informal and formal methods do you use to help RAs examine their performance?
- k. How do you gauge your own competency as a Hall Director?
 - i. What about as a supervisor?
- I. How did you form your supervision style? If at all, how did the training this summer shape your supervision?
- m. What additional training or information would help you enhance the ways in which you supervise RAs?

Appendix 7.

Electronic RA Needs Satisfaction Survey.

2/4/2015

Qualtrics Survey Software

Default Question Block

Informed Consent Agreement

Please read this consent agreement carefully before you decide to participate in the study.

Purpose of the research study: The purpose of this study is to gain a deeper understanding of the student work experience within higher education institutions and successful supervision practices of on-campus undergraduate student workers. Further insight to this phenomenon could enhance the ways in which supervisors facilitate success in work place for the on-campus student worker. This study will focus solely on the work experience for undergraduate students who are employed on campus.

What you will do in the study: Participants will be asked to answer questions about their supervisor and their experience as student workers in residence life.

Time required: The study will require about 5-15 minutes of your time.

Risks: There are no emotional or physical risks in this research study.

Benefits: There are no direct benefits to you for participating in this research study. The purpose of the study is to identify the most and least important needs of student workers. By collecting this information, I hope to make suggestions on good supervision practices and ways to better meet student employee needs. There is little information available about student worker needs so by participating in this study you could enhance the job experience for future student workers.

Confidentiality: The information that you give in the study will be handled anonymously. Your name will not be collected or linked to the data.

Voluntary participation: Your participation in the study is completely voluntary.

Right to withdraw from the study: You have the right to withdraw from the study at any time without penalty. Withdrawal after data have been submitted is not possible as we will not know which responses you submitted.

How to withdraw from the study: If you would like to withdraw before submitting the data, please close the window on your browser containing the survey. There is no penalty for withdrawing.

Payment: You will receive no payment for participating in the study.

If you have questions about the study, contact: Karen Connors
Curry School of Education, Bavaro 106
University of Virginia, Charlottesville, VA 22903.
Telephone: (267) 712-9565
kc4ve@virginia.edu

2/4/2015 Qualtrics Survey Software Karen Inkelas Curry School of Education, PO Box 400265 University of Virginia, Charlottesville, VA 22903. Telephone: (434) 243-1943 kki5x@virginia.edu If you have questions about your rights in the study, contact: Tonva R. Moon, Ph.D. Chair, Institutional Review Board for the Social and Behavioral Sciences One Morton Dr Suite 500 University of Virginia, P.O. Box 800392 Charlottesville, VA 22908-0392 Telephone: (434) 924-5999 Email: irbsbshelp@virginia.edu Website: www.virginia.edu/vpr/irb/sbs You may print out a copy of this page for your records. Agreement: I agree to participate in the research study described above. O Yes O No Instructions Think about how you feel about your RA job and your supervisor. You will be asked to respond to statements in one section about your work experience as RA and in another section about your Hall Director. It should take you between 5 and 15 minutes to complete. Your responses will be anonymous because your answers cannot be traced back to you. Your supervisor will not know how you responded to this survey. For your RA job, how important is your supervisor in your overall student employment experience?

Extremely ImportantVery ImportantSomewhat Important

2/4/2015		Qualtrics Survey Software
	Neither Important nor Unimportant	
	Somewhat Unimportant	
	Very Unimportant	
	○ Not at all Important	

The following 21 statements concern your feelings about your RA job during the 2014-2015 academic year.

Please indicate how true each of the following statement is for you given your experiences in the RA job. Remember that your supervisor will not know how you responded to the questions.

Use the following scale to respond:

Not at all			Somewhat			Very
True			True			True
1	2	3	4	5	6	7

Not tr	ue at all		Somew	hat True		Very Tru
	1 :	2 3	3 4	1 !	5 6	3 7
I feel like I have a lot of input in deciding how I do my RA job.						
I like the people I work with.						
I do not feel very competent when I am at work.						
People at work (i.e. my HD or other RAs) tell me I am good at what I do.						
I feel pressured in my RA job.						
I get along with people on my staff and in ORL.						
I pretty much keep to myself when I am at work.						

Statements #8-14 concern your feelings about your RA job.

No	Not true at all		5	Somewhat Tr	ne ne	Very 1		
	1	2	3	4	5	6		
I am free to express my ideas and opinions on the RA job.								
I consider the people I work with to be my friends.								
I have been able to learn interesting new skills on my RA job.								
When I am working as an RA, I have to do what I am told.								
Most days I feel a sense of accomplishment from working as an RA.								
My feelings are taken into consideration in this job.	Activities of the control of the con							
For my RA job, I do not get a chance to show how capable I am.								

Continued... #15-21 statements concern your feelings about your RA job.



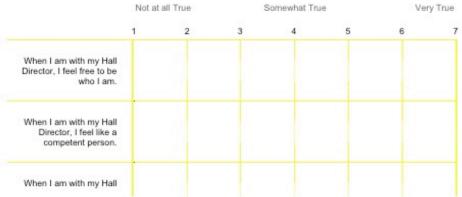
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	There are <u>not</u> many people that I work that I am close to.		
	I feel like I can pretty much be myself in the RA job.		
	The people I work with do not seem to like me much.		
	When I am working I often <u>do not</u> feel very capable.		
	There is not much opportunity for me to decide for myself how to go about my work.		
	People at work are pretty friendly towards me.		

The following statements concern your relationship with your Hall Director

Please respond to each statement by indicating how true it is for you. Remember that your supervisor will not know how you responded to the questions.

Use the following scale to respond:

Not at all True	200	10	Somewhat True	100	5 500 5	Very True
1	2	- 3	A	5	6	7



2/4/2015

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Director, I feel regarded and cared about.				
When I am with my Hall Director, I often feel inadequate or incompetent.				
When I am with my Hall Director, I have a say in what happens, and I can voice my opinion.				
When I am with my Hall Director, I often feel a lot of distance in our relationship.				
When I am with my Hall Director, I feel very capable and effective.				
When I am with my Hall Director, I feel a lot of closeness and intimacy.				
When I am with my Hall Director, I feel controlled and pressured to be certain ways.				

Please enter your demographic information.

What	is	vour	age?
******		,	ago.

O 18

O 19

○ 20

O 21

○ 22

O 2

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O 24+	
Would rather no	ot say
What is your gen	nder?
O Male	
Female	
Other	
Would rather no	ot say
What is your Rac	ce/Ethnicity? Please select all that apply.
·	
African America	an/Black
☐ Arab	
Asian/Pacific Is	
Caucasian/Whi	
☐ Hispanic or Lati	
Native America	n
Other	
Would rather no	of say
If "Other" was se	elected, please give your Race/Ethnicity.
How many semi	esters have you been enrolled in college?
now many <u>sem</u>	usters have you been emolica in college:
1-2 semesters ((1st year student)
3-4 semesters ((2nd year student)
	(3rd year student)
7-8 semesters ((4th year student)

Do you receive a Pell Grant?

/4/2015	Qualtrics Survey Software
	Yes
(○ No
Cu	ırrent Grade Point Average (GPA)
(below 2.00
(2.00 to 2.49
(2.50 to 2.99
(3.00 to 3.49
(3.50 to 3.74
(3.75 to 4.00
(On't know
14/1	hat university status is your supervisor (for your RA job only if you have multiple jobs)?
VVI	nat university status is your supervisor (for your KA job only if you have multiple jobs)?
(Professional staff
(Graduate student
(Undergraduate student
Но	ow many <u>semesters</u> have you been employed as an RA?
	O 4.2 competers (4st uses DA)
(1-2 semesters (1st year RA) 3-4 semesters (2nd year RA)
	5-6 semesters (3rd year RA)
	7-8 semesters (4th year RA) more than 8 semesters (5th year RA or more)
(more than a semesters (still year KA of more)
Do	you have additional employment during the academic year?
(Yes
(○ No

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nat are vour student er	nployment intentions for next year? (check all that apply)
	ilpioyilletit ilitetitions for flext year? (Check all that apply)
nat are year etauent er	inprovinent intentions for next year? (Check all that apply)
─ Work as an RA	inprovinent intentions for next year? (Check all that apply)
-	
☐ Work as an RA	
 Work as an RA Work on-campus in another	
 Work as an RA Work on-campus in another Work off-campus	

Appendix 7.

Basic Need Satisfaction at Work Modifications.

Basic Need Satisfaction at Work When I Am At Work

The following questions concern your feelings about your job during the last year. (If you have been on this job for less than a year, this concerns the entire time you have been at this job.) Please indicate how true each of the following statement is for you given your experiences on this job. Remember that your boss will never know how you responded to the questions. Please use the following scale in responding to the items.

Please read each of the following items carefully, thinking about how it relates to your life, and then indicate how true it is for you. Use the following scale to respond:

1	2	3	4	5	6	7
Not at all true			Somewhat			Very true
			true			

Item	Original	Modified	Scoring
1.	I feel like I can make a lot of inputs to deciding how my job gets done.	I feel like I have a lot of inputs to deciding how I do my RA job.	A
2.	I really like the people I work with.	I like the people I work with	R
3.	I do not feel very competent when I am at work.	I do not feel very competent when I am at work.	С
4.	People at work tell me I am good at what I do.	People at work (i.e. my HD or other RAs) tell me I am good at what I do.	С
5.	I feel pressured at work.	I feel pressured in my RA job.	A
6.	I get along with people at work.	I get along with people on my staff and in ORL.	R
7.	I pretty much keep to myself when I am at work.	I pretty much keep to myself when I am at work.	R
8.	I am free to express my ideas and opinions on the job.	I am free to express my ideas and opinions on the RA job.	A
9.	I consider the people I work with to be my friends.	I consider the people I work with to be my friends.	R
10.	I have been able to learn interesting new skills on my job.	I have been able to learn interesting new skills on my RA job.	С
11.	When I am at work, I have to do what I am told.	When I am at work, I have to do what I am told.	A
12.	Most days I feel a sense of accomplishment from working.	Most days I feel a sense of accomplishment from working as an RA.	С
13.	My feelings are taken into consideration at work.	My feelings are taken into consideration at work.	A
14.	On my job I do not get much of a chance to show how capable I am.	For my RA job, I do not get a chance to show how capable I am.	С
15.	People at work care about me.	People at work care about me.	R
16.	There are not many people at work that I am close to.	There are not many people at work that I am close to.	R
17.	I feel like I can pretty much be myself at work.	I feel like I can pretty much be myself at work.	A
18.	The people I work with do not seem to like me much.	The people I work with do not seem to like me much.	R
19.	When I am working I often do not feel very capable.	When I am working I often do not feel very capable.	С
20.	There is not much opportunity for me to decide for myself how to go about my work.	There is not much opportunity for me to decide for myself how to go about my work.	A
21.	People at work are pretty friendly towards me.	People at work are pretty friendly towards me.	R

Scoring Information. Form three subscale scores by averaging item responses for each subscale after reverse scoring the items that were worded in the negative direction. Specifically, any item that has (R) after it in the code below should be reverse scored by subtracting the person's response from 8.

The subscales are:

Autonomy: Competence: Relatedness:

* ********

1, 5(R), 8, 11(R), 13, 17, 20(R) 3(R), 4, 10, 12, 14(R), 19(R) 2, 6, 7(R), 9, 15, 16(R), 18(R), 21

Appendix 8.

Basic Need Satisfaction in Relationships Modifications.

Basic Need Satisfaction in Relationships

Note: This questionnaire was designed for use with respect to need satisfaction in particular relationships. For example, it is to assess the degree to which a person experiences basic need satisfaction while relating to his or her spouse, or best friend, or mother, or children, or whomever. So, to use the questionnaire to assess need satisfaction in a relationship, replace the XXXXXXX with the relationship you are studying. Although we have never done so, you could try using it for relationships in general if that is the question that interests you.

In My Relationships Please respond to each statement by indicating how true it is for you. Use the following scale.

1	2	3	4	5	6	7
Not at all true			Somewhat			Very true
			true			

Item		Original	Modified	Scoring
	1.	When I am with XXXXXXX, I feel	When I am with my Hall Director, I feel	A
		free to be who I am.	free to be who I am.	
	2.	When I am with XXXXXXX, I feel	When I am with Hall Director, I feel like a	C
		like a competent person.	competent person.	
	3.	When I am with XXXXXXX, I feel loved and cared about.	When I am with Hall Director, I feel loved and cared about.	R
	4.	When I am with XXXXXXX, I often feel inadequate or incompetent.	When I am with my Hall Director, I often feel inadequate or incompetent.	С
	5.	When I am with XXXXXXX, I have	When I am with Hall Director, I have a	A
		a say in what happens, and I can	say in what happens, and I can voice my	
		voice my opinion.	opinion.	
	6.	When I am with XXXXXXX, I often	When I am with Hall Director, I often feel	R
		feel a lot of distance in our	a lot of distance in our relationship.	
		relationship.	т	
	7.	When I am with XXXXXXX, I feel	When I am with Hall Director, I feel very	С
		very capable and effective.	capable and effective.	
	8.	When I am with XXXXXXX, I feel a	When I am with Hall Director, I feel a lot	R
		lot of closeness and intimacy.	of closeness and intimacy.	
	9.	When I am with XXXXXXX, I feel	When I am with my Hall Director, I feel	Α
	- •	controlled and pressured to be certain	controlled and pressured to be certain	
		ways.	ways.	
		ways.	ways.	

Scoring Information. Form three subscale scores by averaging item responses for each subscale after reverse scoring the items that were worded in the negative direction. Specifically, any item that has (R) after it in the code below should be reverse scored by subtracting the person's response from 8. The subscales are:

Autonomy: Competence: Relatedness:

1, 5, 9(R) 2, 4(R), 73, 6(R), 8