

scores from Sophomore to Junior (0.44, 95% CI (0.13 to 0.76)) was statistically significant ($p = .002$), as well as the decrease from Sophomore to Senior (0.36, 95% CI (0.04 to 0.68), $p = .022$).

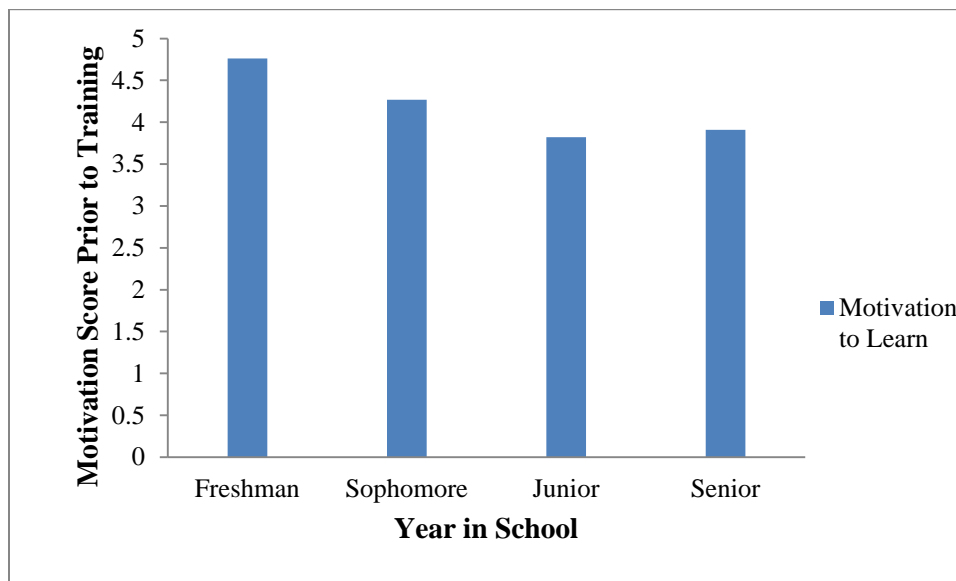


Figure 4.3. Mean score of motivation to learn across various school year classifications

An ANOVA was used to examine the relationship between a participants' specific academic school enrollment and his or her motivation before training. There were several outliers, as assessed by inspection of a boxplot but because they were not extreme. One participant (370) was classified as an extreme outlier, being 3 box-lengths below the rest of the participants in terms of motivation to learn. This outlier was removed from the analysis, but all others were left in the analyses. Motivation to learn scores were not normally distributed, as assessed by Shapiro-Wilk's test of normality ($p < .05$). Homogeneity of variances was confirmed, as assessed by Levene's test for equality of ($p = .370$). Due to the violation of the assumption of normality, both Kruskal-Wallis H and ANOVA tests were run to increase sensitivity and both analyses supported retaining the null hypothesis that motivation prior to training was the same across all groups of academic school enrollment. Results from the ANOVA indicate that there were no statistically significant differences in motivation to learn scores between the different academic school enrollment groups, $F(11, 151) = 1.347$, $p = .204$.

An ANOVA was used to examine the relationship between a participant being involved in organizations outside of Residential Life and his or her motivation before training. There were several outliers, as assessed by inspection of a boxplot but because they were not extreme, they were left in the analyses. Motivation to learn scores were not normally distributed, as assessed by Shapiro-Wilk's test of normality ($p < .05$). There was homogeneity of variances, as assessed by Levene's Test of Homogeneity of Variance ($p = .063$). Due to the violation of the assumption of normality, both Kruskal-Wallis H and ANOVA tests were run to increase sensitivity and both analyses supported rejecting the null hypothesis that motivation prior to training was the same between additional organization involvement groups. Participant motivation prior to training was statistically significantly different between groups representing varying degrees of additional organization involvement, $F(6,157) = 2.883, p = .011$. Because post-hoc tests were not possible with the inclusion of the one participant who claimed involvement with 7 additional organizations outside his or her residential life position, the ANOVA was run again excluding that participant. Participant motivation before training remained statistically significantly different between groups representing varying degrees of additional organization involvement, $F(5,158) = 3.436, p = .006, \omega^2 = 0.07$. As can be seen in Figure 4.4, motivation to learn scores decreased from those with no additional organization involvement (4.26 ± 0.6), to 1 additional organization ($3.96 \pm .8$), continued to decrease for participants involved with 2 additional organizations ($3.92 \pm .6$), then increased for 3 additional organizations ($4.1 \pm .5$), decreased again for 4 additional organizations ($3.5 \pm .9$), to 5 additional organizations ($3.4 \pm .8$), in that order. Tukey post-hoc analysis revealed that the decrease in motivation to learn scores from no additional organizations to 4 (0.71, 95% CI (0.07 to 1.36) was statistically significant ($p = .020$), but no other group differences were statistically significant.

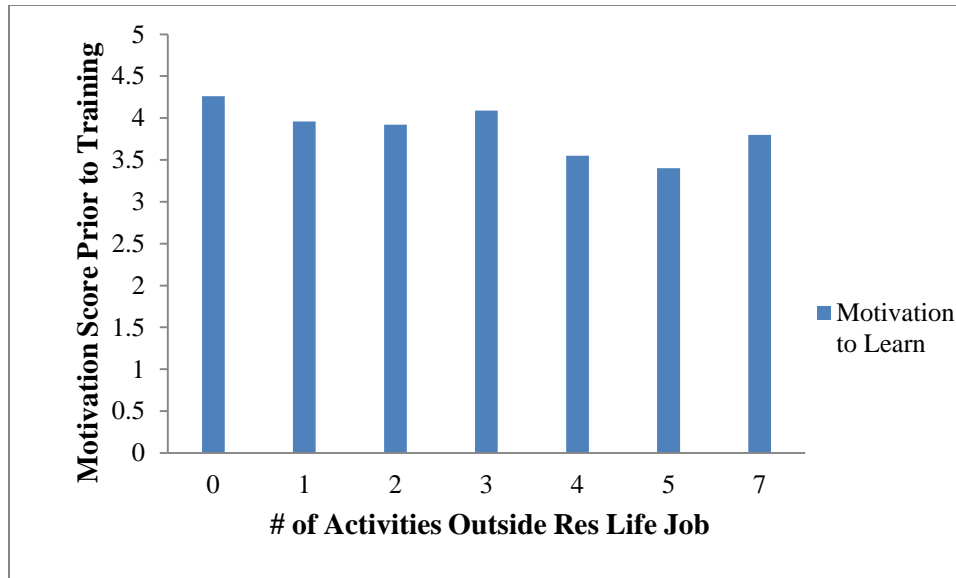


Figure 4.4. Mean score of motivation to learn across varying numbers of involvement with additional organizations

An independent-samples t-test was run to determine if there were differences in motivation prior to training between male and female participants. There were 63 males and 101 females who took part in training. There were several outliers, as assessed by inspection of a boxplot. One participant (419) was classified as an extreme outlier, being 3 box-lengths below the rest of the participants in terms of motivation to learn within the RA group. This outlier was removed from the analysis, but all others were left in the analyses. Shapiro-Wilk's test for normality showed that motivation to learn scores were not normally distributed ($p < .05$). The assumption of homogeneity of variances was confirmed, as assessed by Levene's test for equality of ($p = .832$). Due to the violation of the assumption of normality, both Mann-Whitney U and independent samples t-tests were run to increase sensitivity and both analyses supported retaining the null hypothesis that motivation prior to training was the same across categories of gender. Results from the independent samples t-test indicate that there were no statistically significant differences in motivation to learn scores between males and females, $t(161) = 0.789$, $p = .431$.

An independent-samples t-test was run to determine if there were differences in motivation prior to training between RAs and DAs. There were 101 RAs and 63 DAs who took part in training. There were several outliers, as assessed by inspection of a boxplot. One participant (419) was classified as an extreme outlier, being 3 box-lengths below the rest of the participants in terms of motivation to learn within the RA group. This outlier was removed from the analysis, but all others were left in the analyses. Shapiro-Wilk's test for normality showed that motivation to transfer scores were not normally distributed ($p < .05$). The assumption of homogeneity of variances was violated, as assessed by Levene's test for equality of ($p = .004$), necessitating the use of the unequal variance t-test. Due to the violation of the assumption of normality, both Mann-Whitney U and independent samples t-tests were run to increase sensitivity and both analyses supported rejecting the null hypothesis that motivation prior to training was the same for RAs and DAs. As can be seen in Figure 4.5, motivation to learn was higher for DAs (4.42 ± 0.45) than RAs (3.82 ± 0.69), a statistically significant difference of 0.59 (95% CI, 0.40 to 0.79), $t(160.646) = 6.652$, $p < .001$, $d = .98$.

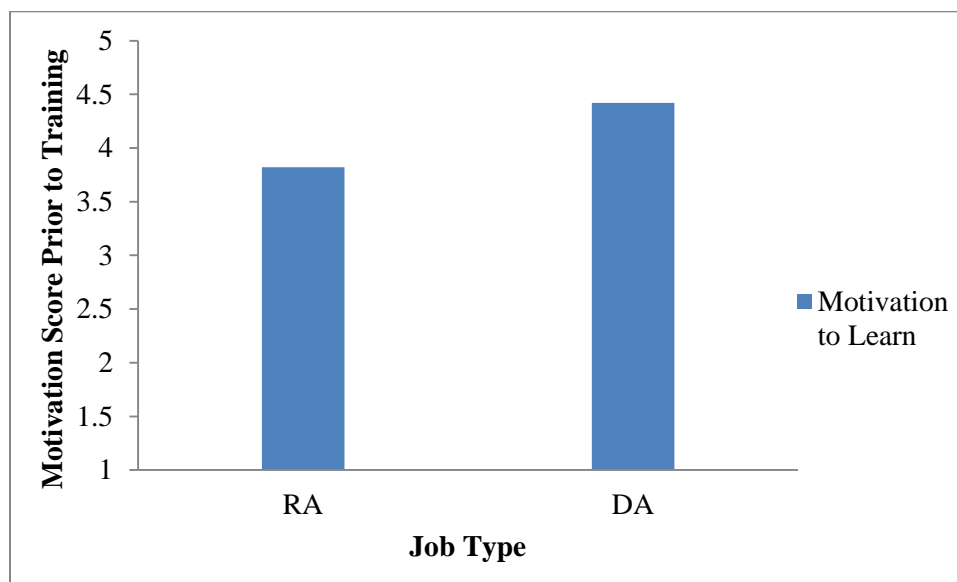


Figure 4.5. Mean score of motivation to learn across job type groups

An independent-samples t-test was run to determine if there were differences in motivation prior to training between returning and new trainees. There were 102 returning trainees and 62 new trainees who took part in training. There were several outliers, as assessed by inspection of a boxplot but because they were not extreme, they were left in the analyses. Shapiro-Wilk's test for normality showed that motivation to learn scores were not normally distributed ($p < .05$). The assumption of homogeneity of variances was violated, as assessed by Levene's test for equality of ($p = .003$), necessitating the use of the unequal variance t-test. Due to the violation of the assumption of normality, both Mann-Whitney U and independent samples t-tests were run to increase sensitivity and both analyses supported rejecting the null hypothesis that motivation prior to training was the same across returner and new groups. As can be seen in Figure 4.6, motivation to learn was higher for new employees (4.40 ± 0.46) than returning employees (3.81 ± 0.74), a statistically significant difference of 0.59 (95% CI, 0.41 to 0.78), $t(161.929) = 6.362, p < .001, d = .91$.

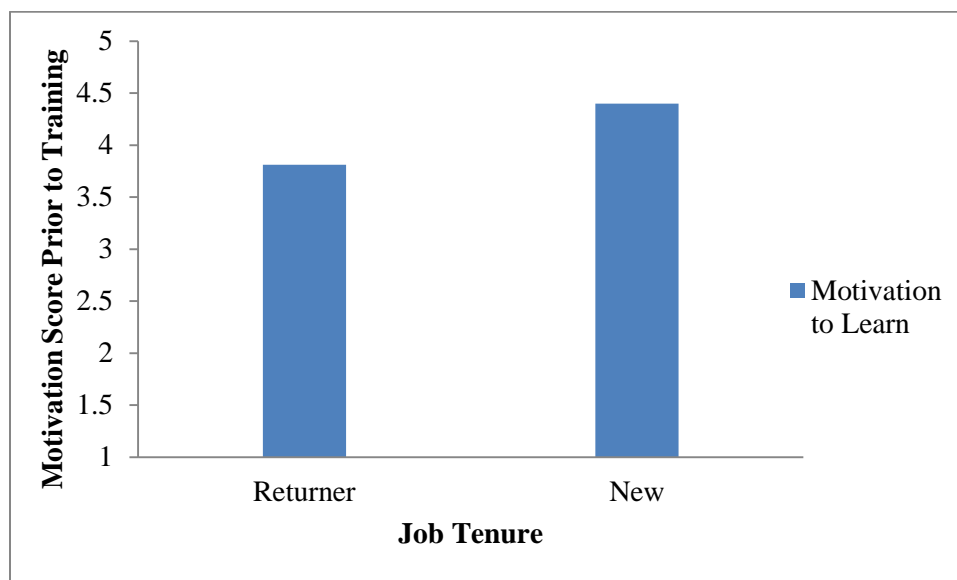


Figure 4.6. Mean score of motivation to learn across job tenure groups

4.4.1.7 ANOVA & T-Tests: Learner Characteristics and Motivation to Continue.

The ANOVA procedure was used to examine categorical group differences on motivation to

continue. Learner characteristics of interest were ethnicity, year in school, academic department, and additional organization involvement. Independent samples t-tests were run to examine dichotomous group differences on motivation to continue. Learner characteristics of interest included gender, job type, and job tenure.

An ANOVA was used to examine the relationship between a participant's selected ethnicity and his or her motivation during training. There were several outliers, as assessed by inspection of a boxplot. One participant (212) was classified as an extreme outlier, being 3 box-lengths above the rest of the participants in terms of motivation to continue. Two additional participants (372 and 476) were classified as extreme outliers, being 3 box-lengths below the rest of the participants in terms of motivation to continue. These outliers were removed from the analysis, but all others were left in the analyses. Motivation to continue scores were not normally distributed, as assessed by Shapiro-Wilk's test of normality ($p < .05$). The assumption of homogeneity of variances was violated, as assessed by Levene's test for equality of ($p < .001$), necessitating the use of Welch's F . Due to the violation of the assumption of normality, both Kruskal-Wallis H and ANOVA tests were run to increase sensitivity. Although the Welch's F indicated group differences, the Kruskal-Wallis analysis supported retaining the null hypothesis that motivation during training was the same across all ethnic categories. Because of the variability in sample size across groups, the Kruskal-Wallis results were utilized. Results from the Kruskal-Wallis indicate that there were no statistically significant differences in motivation to continue scores between the different ethnic categories, $\chi^2(4) = 8.261, p = .082$.

An ANOVA was used to examine the relationship between a participant's year in school and his or her motivation during training. There were no outliers, as assessed by inspection of a boxplot. Motivation to continue scores were normally distributed, as assessed by Shapiro-Wilk's

test of normality ($p > .05$). There was homogeneity of variances, as assessed by Levene's Test of Homogeneity of Variance ($p = .138$). Results from the ANOVA indicate that participant motivation during training was statistically significantly different between groups representing various school year classifications, $F(3,160) = 12.162$, $p < .001$, $\omega^2 = 0.18$. As can be seen in Figure 4.7, motivation to continue scores decreased from those who identified themselves as Freshmen (4.30 ± 0.5), to Sophomores ($3.61 \pm .6$), to Juniors ($3.25 \pm .8$), to Seniors ($3.11 \pm .6$), in that order. Tukey post-hoc analysis revealed that the decrease in motivation to continue scores from Freshman to Sophomore (0.68, 95% CI (0.11 to 1.26)) was statistically significant ($p = .013$), as well as the decrease from Freshman to Junior (1.05, 95% CI (0.49 to 1.61), $p < .001$), and the decrease from Freshman to Senior (1.19, 95% CI (0.62 to 1.76), $p < .001$). Additionally, the decrease in motivation to continue scores from Sophomore to Junior (0.40, 95% CI (0.03 to 0.71)) was statistically significant ($p = .027$), as well as the decrease from Sophomore to Senior (0.50, 95% CI (0.15 to 0.86), $p = .002$).

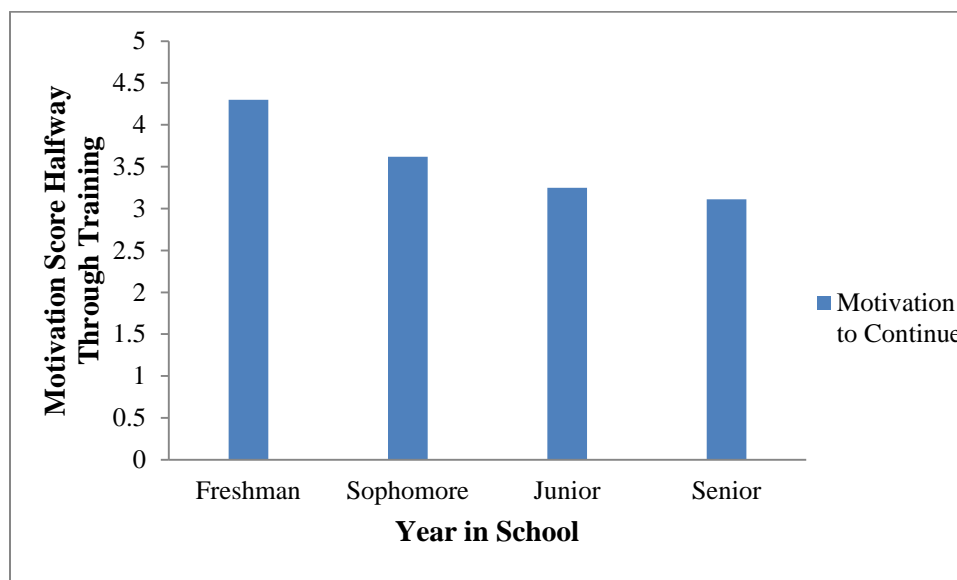


Figure 4.7. Mean score of motivation to continue across various school year classifications

An ANOVA was used to examine the relationship between a participants' specific academic school enrollment and his or her motivation during training. There were several

outliers, as assessed by inspection of a boxplot but because they were not extreme, they were left in the analyses. Motivation to continue scores were not normally distributed, as assessed by Shapiro-Wilk's test of normality ($p < .05$). Homogeneity of variances was confirmed, as assessed by Levene's test for equality of ($p = .22$). Due to the violation of the assumption of normality, both Kruskal-Wallis H and ANOVA tests were run to increase sensitivity and both analyses supported retaining the null hypothesis that motivation during training was the same across all groups of academic school enrollment. Results from the ANOVA indicate that there were no statistically significant differences in motivation to continue scores between the different academic school enrollment groups, $F(11, 152) = 0.880, p = .562$.

An ANOVA was used to examine the relationship between a participant being involved in organizations outside of Residential Life and his or her motivation during training. There were several outliers, as assessed by inspection of a boxplot but because they were not extreme, they were left in the analyses. Motivation to continue scores were normally distributed, as assessed by Shapiro-Wilk's test of normality ($p > .05$). There was homogeneity of variances, as assessed by Levene's Test of Homogeneity of Variance ($p = .063$). A one-way analysis of variance test was run to determine if there were differences in motivation to transfer scores between additional organization involvement groups. Participant motivation halfway through training was statistically significantly different between groups representing varying degrees of additional organization involvement, $F(6,157) = 2.879, p = .011$. Because post-hoc tests were not possible with the inclusion of the one participant who claimed involvement with 7 additional organizations outside his or her residential life position, the ANOVA was run again excluding that participant. Participant motivation halfway through training remained statistically significantly different between groups representing varying degrees of additional organization

involvement, $F(5,157) = 3.424$, $p = .006$, $\omega^2 = 0.07$. As can be seen in Figure 4.8, motivation to continue scores decreased from those with no additional organization involvement (3.61 ± 0.7), to 2 additional organizations ($3.4 \pm .6$), to 1 additional organization ($3.3 \pm .8$), to 3 additional organizations ($3.1 \pm .7$), to 4 additional organizations ($3.0 \pm .6$), to 5 additional organizations ($2.5 \pm .2$), in that order. Tukey post-hoc analysis revealed that the decrease in motivation to continue scores from no additional organizations to 5 (1.10, 95% CI (0.05 to 2.14)) was statistically significant ($p = .033$), but no other group differences were statistically significant.

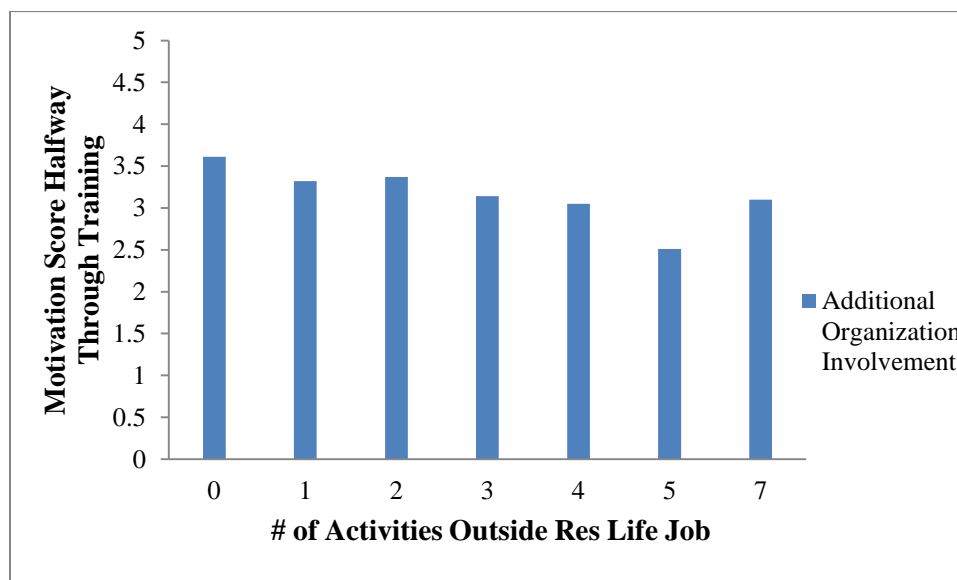


Figure 4.8. Mean score of motivation to continue across varying numbers of involvement with additional organizations

An independent-samples t-test was run to determine if there were differences in motivation halfway through training between male and female participants. There were 63 males and 101 females who took part in training. There were several outliers, as assessed by inspection of a boxplot but because they were not extreme, they were left in the analyses. Motivation to continue scores were normally distributed, as assessed by Shapiro-Wilk's test of normality ($p > .05$). The assumption of homogeneity of variances was confirmed, as assessed by Levene's test for equality of ($p = .828$). Results from the independent samples t-test indicate that there were no

statistically significant differences in motivation to continue scores between males and females, $t(162) = 0.734, p = .464$.

An independent-samples t-test was run to determine if there were differences in motivation halfway through training between RAs and DAs. There were 101 RAs and 63 DAs who took part in training. There were no outliers, as assessed by inspection of a boxplot. Shapiro-Wilk's test for normality showed that motivation to continue scores were not normally distributed ($p < .05$). The assumption of homogeneity of variances was confirmed, as assessed by Levene's test for equality of ($p = .114$). Due to the violation of the assumption of normality, both Mann-Whitney U and independent samples t-tests were run to increase sensitivity and both analyses supported rejecting the null hypothesis that motivation halfway through training was the same for RAs and DAs. As can be seen in Figure 4.9, motivation to continue was higher for DAs (3.76 ± 0.59) than RAs (3.14 ± 0.70), a statistically significant difference of 0.62 (95% CI, 0.41 to 0.83), $t(162) = 5.887, p < .001, d = .94$.

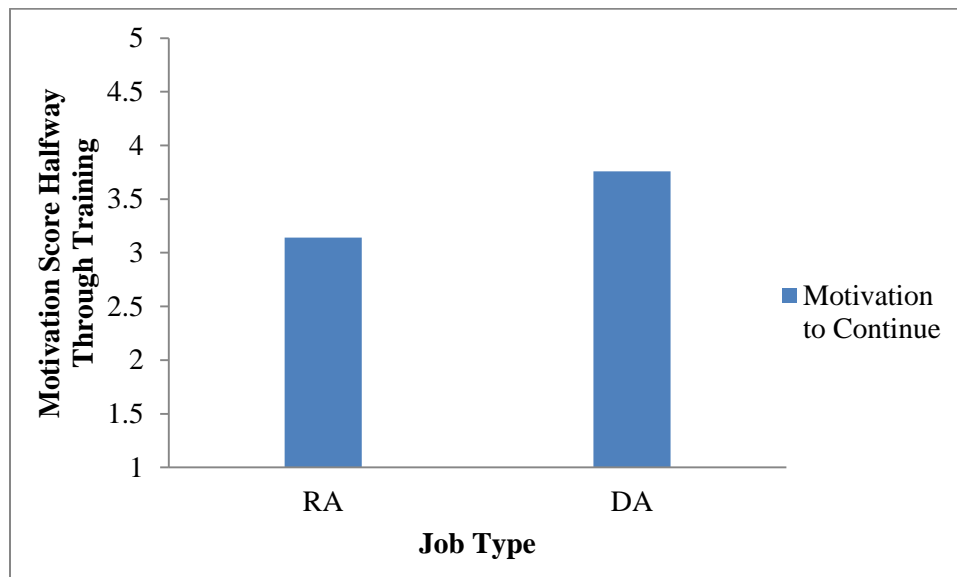


Figure 4.9. Mean score of motivation to continue across job type groups

An independent-samples t-test was run to determine if there were differences in motivation halfway through training between returning and new trainees. There were 102

returning trainees and 62 new trainees who took part in training. There was one outlier, as assessed by inspection of a boxplot but because it was not extreme, it was left in the analyses. Shapiro-Wilk's test for normality showed that motivation to transfer scores were not normally distributed ($p < .05$). Homogeneity of variance was confirmed using Levene's test for equality of variances, ($p > .05$). Due to the violation of the assumption of normality, both Mann-Whitney U and independent samples t-tests were run to increase sensitivity and both analyses supported rejecting the null hypothesis that motivation to continue was the same across returner and new groups. As can be seen in Figure 4.10, motivation to continue was higher for new employees (3.78 ± 0.68) than returning employees (3.14 ± 0.64), a statistically significant difference of 0.64 (95% CI, 0.43 to 0.85), $t(162) = 6.041$, $p < .001$, $d = .98$.



Figure 4.10. Mean score of motivation to continue across job tenure groups

4.4.1.8 ANOVA & T-Tests: Learner Characteristics and Motivation to Transfer.

The ANOVA procedure was used to examine categorical group differences on motivation to continue. Learner characteristics of interest were ethnicity, year in school, academic department, and additional organization involvement. Independent samples t-tests were run to examine dichotomous group differences on motivation to continue. Learner characteristics of interest

included gender, job type, and job tenure. Data are mean \pm standard deviation, unless otherwise stated.

An ANOVA was used to examine the relationship between a participant's selected ethnicity and his or her motivation at the conclusion of training. There were several outliers, as assessed by inspection of a boxplot but because they were not extreme, they were left in the analyses. Motivation to transfer scores were not normally distributed, as assessed by Shapiro-Wilk's test of normality ($p > .05$). The assumption of homogeneity of variances was violated, as assessed by Levene's test for equality of ($p < .001$), necessitating the use of Welch's F . Due to the violation of the assumption of normality, both Kruskal-Wallis H and ANOVA tests were run to increase sensitivity. Although the Welch's F indicated group differences, the Kruskal-Wallis analysis supported retaining the null hypothesis that motivation after training was the same across all ethnic groups. Because of the variability in sample size across groups, the Kruskal-Wallis results were utilized. Results from the Kruskal-Wallis indicate that there were no statistically significant differences in motivation to transfer scores between the different ethnic groups, $\chi^2(4) = 5.173$, $p = .270$.

An ANOVA was used to examine the relationship between a participant's year in school and his or her motivation after training. There were several outliers, as assessed by inspection of a boxplot. One participant (605) was classified as an extreme outlier, being 3 box-lengths below the rest of the participants in terms of motivation to transfer. This outlier was removed from the analysis, but all others were left in the analyses. Motivation to transfer scores were not normally distributed, as assessed by Shapiro-Wilk's test of normality ($p < .05$). The assumption of homogeneity of variances was violated, as assessed by Levene's test for equality of ($p = .008$), necessitating the use of Welch's F . Due to the violation of the assumption of normality, both

Kruskal-Wallis H and ANOVA tests were run to increase sensitivity and both analyses supported rejecting the null hypothesis that motivation after training was the same across categories of year in school. Results from the ANOVA indicate that participant motivation after training was statistically significantly different between groups representing various school year classifications, Welch's $F(3,62.649) = 23.163$, $p < .001$, $\omega^2 = 0.13$. As can be seen in Figure 4.11, motivation to transfer scores decreased from those who identified themselves as Freshmen (4.87 ± 0.2), to Sophomores ($4.46 \pm .5$), to Juniors ($4.07 \pm .8$), to Seniors ($3.96 \pm .7$), in that order. Games-Howell post-hoc analysis revealed that the decrease in motivation to transfer scores from Freshman to Sophomore (0.41, 95% CI (0.13 to 0.69)) was statistically significant ($p = .002$), as well as the decrease from Freshman to Junior (0.79, 95% CI (0.47 to 1.12), $p < .001$), and the decrease from Freshman to Senior (0.91, 95% CI (0.58 to 1.25), $p < .001$). Additionally, the decrease in motivation to transfer scores from Sophomore to Junior (0.39, 95% CI (0.06 to 0.71)) was statistically significant ($p = .012$), as well as the decrease from Sophomore to Senior (0.51, 95% CI (0.17 to 0.84), $p = .001$).

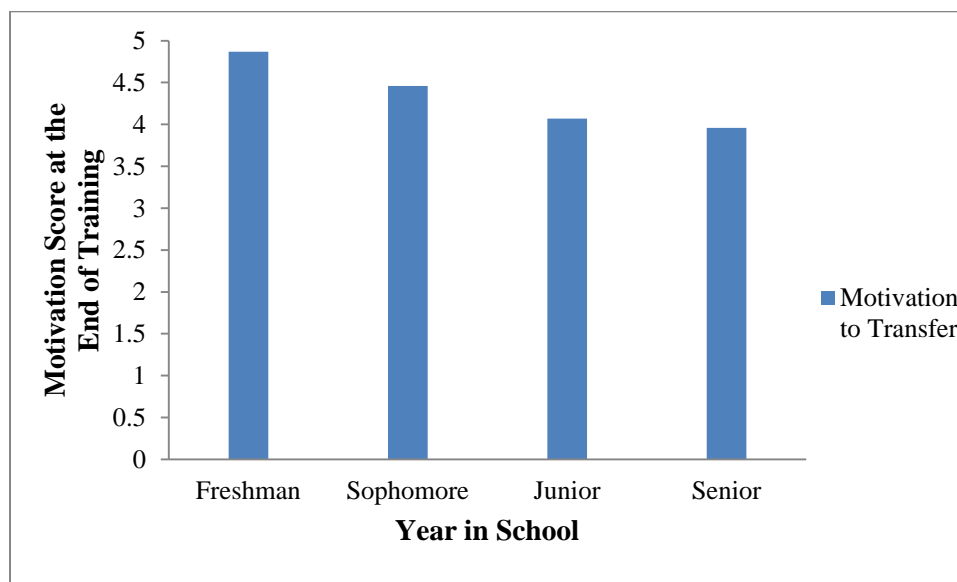


Figure 4.11. Mean score of motivation to transfer across various school year classifications

An ANOVA was used to examine the relationship between a participants' specific academic school enrollment and his or her motivation at the conclusion of training. There were several outliers, as assessed by inspection of a boxplot but because they were not extreme, they were left in the analyses. Motivation to transfer scores were not normally distributed, as assessed by Shapiro-Wilk's test of normality ($p < .05$). Homogeneity of variances was confirmed, as assessed by Levene's test for equality of ($p = .38$). Due to the violation of the assumption of normality, both Kruskal-Wallis H and ANOVA tests were run to increase sensitivity and both analyses supported retaining the null hypothesis that motivation after training was the same across all groups of academic school enrollment. Results from the ANOVA indicate that there were no statistically significant differences in motivation to transfer scores between the different academic school enrollment groups, $F(11, 152) = 1.224, p = .276$.

An ANOVA was used to examine the relationship between a participant's number of organizations involved with outside Residential Life and his or her motivation at the conclusion of training. There were several outliers, as assessed by inspection of a boxplot but because they were not extreme, they were left in the analyses. Motivation to transfer scores were not normally distributed, as assessed by Shapiro-Wilk's test of normality ($p < .05$). Homogeneity of variances was confirmed, as assessed by Levene's test for equality of ($p = .06$). Due to the violation of the assumption of normality, both Kruskal-Wallis H and ANOVA tests were run to increase sensitivity and both analyses supported retaining the null hypothesis that motivation after training was the same across all groups of additional organization involvement. Results from the ANOVA indicate that there were no statistically significant differences in motivation to transfer scores between the different numbers of additional organizations, $F(6,157) = 1.295, p = .263$.

An independent-samples t-test was run to determine if there were differences in motivation at the end of training between male and female participants. There were 63 males and 101 females who took part in training. There were several outliers, as assessed by inspection of a boxplot but because they were not extreme, they were left in the analyses. Shapiro-Wilk's test for normality showed that motivation to transfer scores were not normally distributed ($p < .05$). The assumption of homogeneity of variances was confirmed, as assessed by Levene's test for equality of ($p = .407$). Due to the violation of the assumption of normality, both Mann-Whitney U and independent samples t-tests were run to increase sensitivity and both analyses supported rejecting the null hypothesis that motivation at the end of training was the same across categories of gender. Results from the independent samples t-test indicate that there were no statistically significant differences in motivation to transfer scores between males and females, $t(162) = 0.515, p = .607$.

An independent-samples t-test was run to determine if there were differences in motivation at the end of training between RAs and DAs. There were 101 RAs and 63 DAs who took part in training. There were several outliers, as assessed by inspection of a boxplot. One participant (305) was classified as an extreme outlier, being 3 box-lengths below the rest of the participants in terms of motivation to transfer within the RA group. This outlier was removed from the analysis, but all others were left in the analyses. Shapiro-Wilk's test for normality showed that motivation to transfer scores were not normally distributed ($p < .05$). The assumption of homogeneity of variances was confirmed, as assessed by Levene's test for equality of ($p = .251$). Due to the violation of the assumption of normality, both Mann-Whitney U and independent samples t-tests were run to increase sensitivity and both analyses supported rejecting the null hypothesis that motivation at the end of training was the same across RAs and DAs. As

can be seen in Figure 4.12, motivation to transfer was higher for DAs (4.52 ± 0.55) than RAs (3.99 ± 0.73), a statistically significant difference of 0.53 (95% CI, 0.32 to 0.74), $t(162) = 4.958$, $p < .001$, $d = .79$.

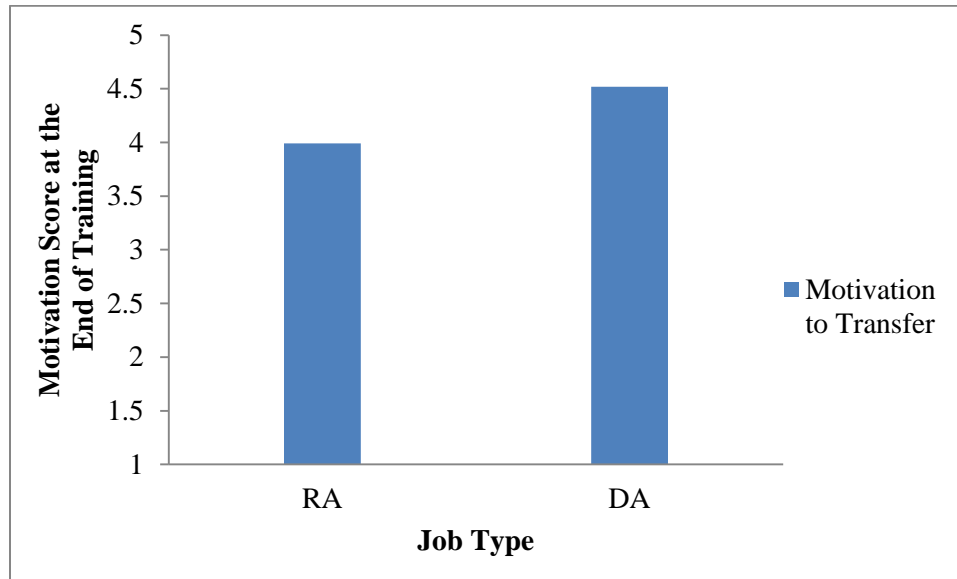


Figure 4.12. Mean score of motivation to transfer across job type groups

An independent-samples t-test was run to determine if there were differences in motivation at the end of training between returning and new trainees. There were 102 returning trainees and 62 new trainees who took part in training. There were several outliers, as assessed by inspection of a boxplot but because they were not extreme, they were left in the analyses. Shapiro-Wilk's test for normality showed that motivation to transfer scores were not normally distributed ($p < .05$). The assumption of homogeneity of variances was violated, as assessed by Levene's test for equality of ($p = .030$), necessitating the use of the unequal variance t-test. Due to the violation of the assumption of normality, both Mann-Whitney U and independent samples t-tests were run to increase sensitivity and both analyses supported rejecting the null hypothesis that motivation to transfer was the same across returner and new groups. As can be seen in Figure 4.13, motivation to transfer was higher for new employees (4.55 ± 0.51) than returning

employees (3.98 ± 0.74), a statistically significant difference of 0.57 (95% CI, 0.37 to 0.76), $t(159.636) = 5.830, p < .001, d = .86$.



Figure 4.13. Mean score of motivation to transfer across job tenure groups

4.4.1.9 ANOVA & T-Tests: Learner Characteristics and Satisfaction. The ANOVA procedure was used to examine categorical group differences on satisfaction. Learner characteristics of interest were ethnicity, year in school, academic department, and additional organization involvement. Independent samples t-tests were run to examine dichotomous group differences on satisfaction. Learner characteristics of interest included gender, job type, and job tenure. Data are mean \pm standard deviation, unless otherwise stated.

An ANOVA was used to examine the relationship between a participant's selected ethnicity and his or her satisfaction with training. There were several outliers, as assessed by inspection of a boxplot but because they were not extreme, they were left in the analyses. Satisfaction scores were not normally distributed, as assessed by Shapiro-Wilk's test of normality ($p < .05$). The assumption of homogeneity of variances was violated, as assessed by Levene's test for equality of ($p = .015$), necessitating the use of Welch's F . Due to the violation of the assumption of normality, both Kruskal-Wallis H and ANOVA tests were run to increase

sensitivity and both analyses supported rejecting the null hypothesis that satisfaction with training was the same across ethnic groups. Results from the ANOVA indicate that participant satisfaction with training was statistically significantly different between groups representing various ethnic categories, Welch's $F(4,7.812) = 4.147, p = .043, \omega^2 = 0.15$. As can be seen in Figure 4.14, satisfaction scores decreased from those who identified themselves as Black (4.37 ± 0.6), to Latino/a (3.90 ± 1.0), to White ($3.70 \pm .8$), to More than one of the Above (3.30 ± 1.3), to Asian (2.51 ± 1.7), in that order. Games-Howell post-hoc analysis revealed that the decrease in satisfaction scores from Black participants to White participants (0.67, 95% CI (0.10 to 1.25)) was statistically significant ($p = .002$), but no other group differences were statistically significant.

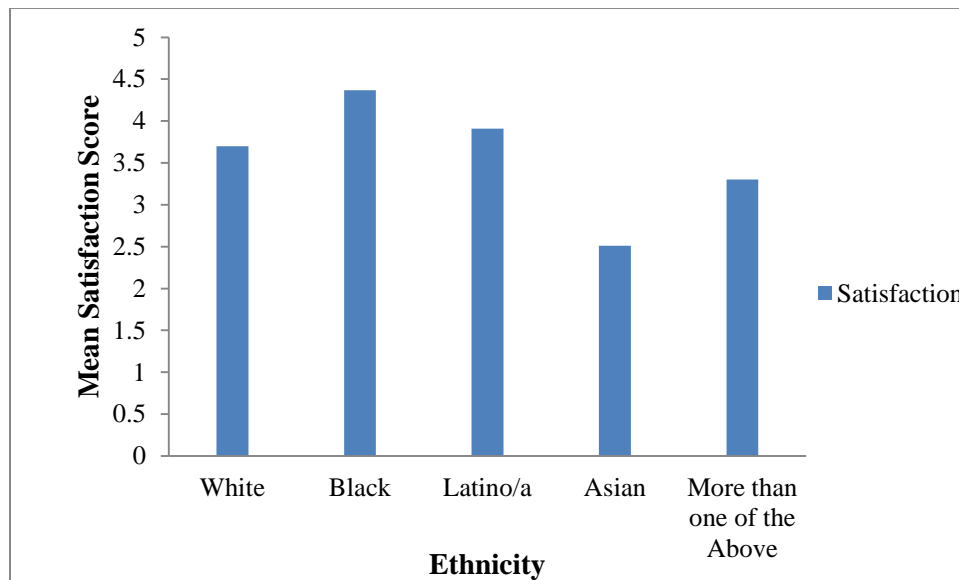


Figure 4.14. Mean satisfaction score across various ethnic categories

An ANOVA was used to examine the relationship between a participant's year in school and his or her satisfaction with training. There were several outliers, as assessed by inspection of a boxplot but because they were not extreme, they were left in the analyses. Satisfaction scores were not normally distributed, as assessed by Shapiro-Wilk's test of normality ($p < .05$).

Homogeneity of variances was confirmed, as assessed by Levene's test for equality of ($p = .138$).

Due to the violation of the assumption of normality, both Kruskal-Wallis H and ANOVA tests were run to increase sensitivity and both analyses supported rejecting the null hypothesis that satisfaction with training was the same across categories of year in school. Results from the ANOVA indicate that participant satisfaction with training was statistically significantly different between groups representing various school year classifications, $F(3,101) = 5.608$, $p = .001$, $\omega^2 = 0.12$. As can be seen in Figure 4.15, satisfaction scores decreased from those who identified themselves as Freshmen (4.64 ± 0.4), to Sophomores ($3.99 \pm .8$), to Juniors ($3.67 \pm .9$), to Seniors (3.47 ± 1.0), in that order. Tukey post-hoc analysis revealed that the decrease in satisfaction scores from Freshman to Junior (0.97, 95% CI (0.19 to 1.76)) was statistically significant ($p = .009$), as well as the decrease from Freshman to Senior (1.17, 95% CI (0.38 to 1.97), $p = .001$).

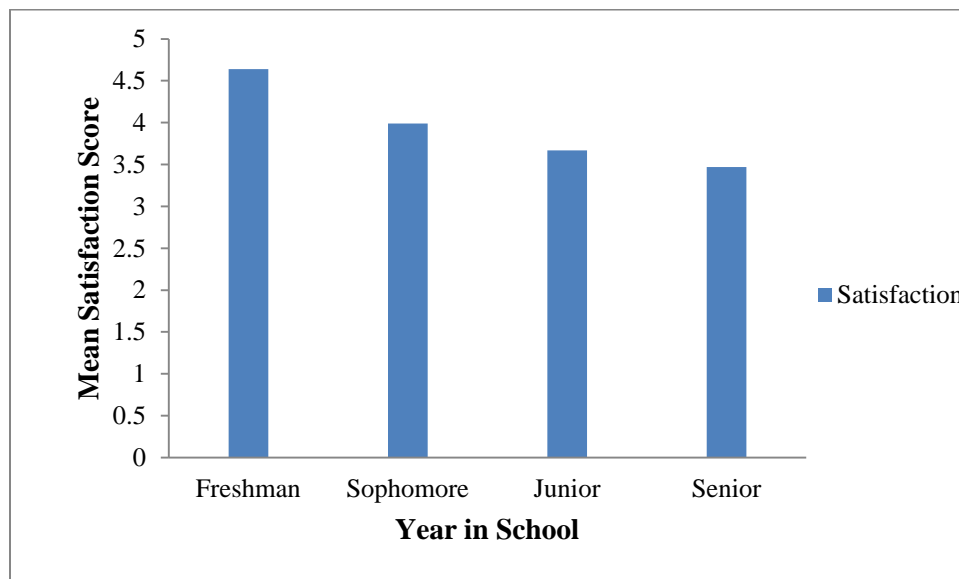


Figure 4.15. Mean satisfaction score across various school year classifications

An ANOVA was used to examine the relationship between a participants' specific academic school enrollment and his or her satisfaction with training. There were several outliers, as assessed by inspection of a boxplot. One participant (305) was classified as an extreme outlier, being 3 box-lengths below the rest of the participants in terms of satisfaction. This outlier was

removed from the analysis, but all others were left in the analyses. Satisfaction scores were not normally distributed, as assessed by Shapiro-Wilk's test of normality ($p < .05$). Homogeneity of variances was confirmed, as assessed by Levene's test for equality of ($p = .11$). Due to the violation of the assumption of normality, both Kruskal-Wallis H and ANOVA tests were run to increase sensitivity and both analyses supported retaining the null hypothesis that satisfaction with training was the same across all groups of academic school enrollment. Results from the ANOVA indicate that there were no statistically significant differences in satisfaction scores between the different academic school enrollment groups, $F(11, 92) = 0.677, p = .757$.

An ANOVA was used to examine the relationship between a participant's number of organizations involved with outside Residential Life and his or her satisfaction with training. There were several outliers, as assessed by inspection of a boxplot but because they were not extreme, they were left in the analyses. Satisfaction scores were not normally distributed, as assessed by Shapiro-Wilk's test of normality ($p < .05$). Homogeneity of variances was confirmed, as assessed by Levene's test for equality of ($p = .11$). Due to the violation of the assumption of normality, both Kruskal-Wallis H and ANOVA tests were run to increase sensitivity and both analyses supported retaining the null hypothesis that satisfaction with training was the same across all groups of additional organization involvement. Results from the ANOVA indicate that there were no statistically significant differences in satisfaction scores between the different numbers of additional organizations, $F(6,98) = 1.463, p = .199$.

An independent-samples t-test was run to determine if there were differences in satisfaction with training between male and female participants. There were 42 males and 63 females who completed the satisfaction scale. There were no outliers, as assessed by inspection of a boxplot. Shapiro-Wilk's test for normality showed that satisfaction scores were not normally

distributed ($p < .05$). The assumption of homogeneity of variances was confirmed, as assessed by Levene's test for equality of ($p = .505$). Due to the violation of the assumption of normality, both Mann-Whitney U and independent samples t-tests were run to increase sensitivity and both analyses supported rejecting the null hypothesis that satisfaction with training was the same across categories of gender. Results from the independent samples t-test indicate that there were no statistically significant differences in satisfaction scores between males and females, $t(103) = 0.178, p = .859$.

An independent-samples t-test was run to determine if there were differences in satisfaction between RAs and DAs. There were 35 RAs and 70 DAs who completed the satisfaction scale. There were no outliers, as assessed by inspection of a boxplot. Shapiro-Wilk's test for normality showed that satisfaction scores were not normally distributed for either job type ($p < .05$). The assumption of homogeneity of variances was violated, as assessed by Levene's test for equality of ($p = .015$), necessitating the use of the unequal variance t-test. Due to the violation of the assumption of normality, both Mann-Whitney U and independent samples t-tests were run to increase sensitivity and both analyses supported rejecting the null hypothesis that satisfaction was the same across RAs and DAs. As can be seen in Figure 4.16, satisfaction was higher for DAs (4.49 ± 0.54) than RAs (3.43 ± 0.89), a statistically significant difference of 1.06 (95% CI, 0.74 to 1.38), $t(99.229) = 7.605, p < .001, d = 1.34$.

An independent-samples t-test was run to determine if there were differences in satisfaction between returning and new trainees. There were 64 returning trainees and 41 new trainees who completed the satisfaction scale. There were no outliers, as assessed by inspection of a boxplot. Shapiro-Wilk's test for normality showed that satisfaction scores were not normally distributed ($p < .05$). Homogeneity of variances was confirmed, as assessed by Levene's test for

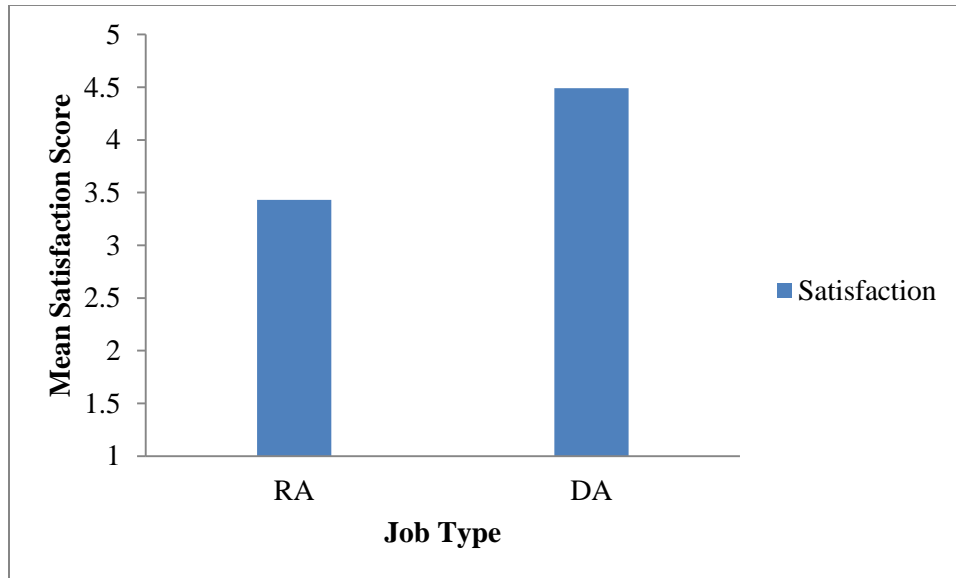


Figure 4.16. Mean score of satisfaction across job type groups

equality of ($p = .08$). Due to the violation of the assumption of normality, both Mann-Whitney U and independent samples t-tests were run to increase sensitivity and both analyses supported rejecting the null hypothesis that satisfaction was the same across returner and new groups. As can be seen in Figure 4.17, satisfaction was higher for new employees (4.32 ± 0.64) than returning employees (3.44 ± 0.93), a statistically significant difference of .88 (95% CI, 0.55 to 1.21), $t(103) = 5.403$, $p < .001$, $d = 1.06$.

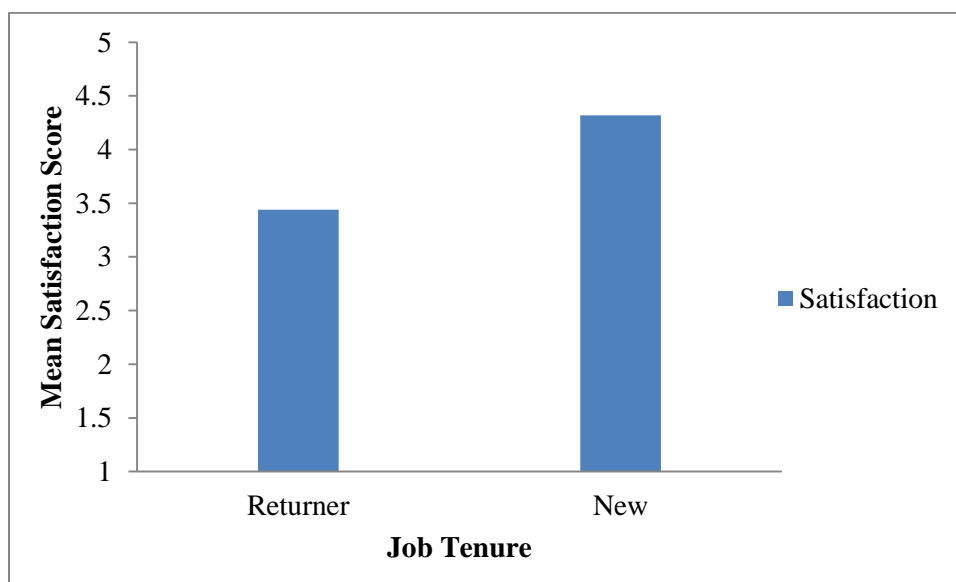


Figure 4.17. Mean score of satisfaction across job tenure groups

4.4.1.10 ANOVA & T-Tests: Learner Characteristics and Learning. The ANOVA procedure was used to examine categorical group differences on motivation to continue. Learner characteristics of interest were ethnicity, year in school, academic department, and additional organization involvement. Independent samples t-tests were run to examine dichotomous group differences on motivation to continue. Learner characteristics of interest included gender, job type, and job tenure. Data are mean \pm standard deviation, unless otherwise stated.

An ANOVA was used to examine the relationship between a participant's selected ethnicity and his or her learning. There was one outlier, as assessed by inspection of a boxplot. One participant (243) was classified as an extreme outlier, being 3 box-lengths below the rest of the participants in terms of satisfaction. This outlier was removed from the analysis, but all others were left in the analyses. Learning scores were normally distributed, as assessed by Shapiro-Wilk's test of normality ($p > .05$). Homogeneity of variances was confirmed, as assessed by Levene's test for equality of ($p = .55$). Results from the ANOVA indicate that there were no statistically significant differences in learning scores between the different ethnic groups, $F(4,158) = 1.441, p = .223$.

An ANOVA was used to examine the relationship between a participant's year in school and his or her learning. There were several outliers, as assessed by inspection of a boxplot but because they were not extreme, they were left in the analyses. Learning scores were normally distributed, as assessed by Shapiro-Wilk's test of normality ($p > .05$). There was homogeneity of variances, as assessed by Levene's Test of Homogeneity of Variance ($p = .889$). Results from the ANOVA indicate that participant learning was statistically significantly different between groups representing various school year classifications, $F(3,160) = 6.376, p < .001, \omega^2 = 0.09$. As can be seen in Figure 4.18, learning scores decreased from those who identified themselves as Freshmen

(0.36 ± 0.1), to Sophomores ($.029 \pm .2$), to Juniors ($0.20 \pm .2$), to Seniors ($0.19 \pm .2$), in that order. Tukey post-hoc analysis revealed that the decrease in learning scores from Freshman to Junior (0.16, 95% CI (0.02 to 0.30)) was statistically significant ($p = .015$), as well as the decrease from Freshman to Senior (0.17, 95% CI (0.03 to 0.31), $p = .009$). Additionally, the decrease in learning scores from Sophomore to Junior (0.09, 95% CI (0.01 to 0.17)) was statistically significant ($p = .024$), as well as the decrease from Sophomore to Senior (0.10, 95% CI (0.02 to 0.19), $p = .011$).

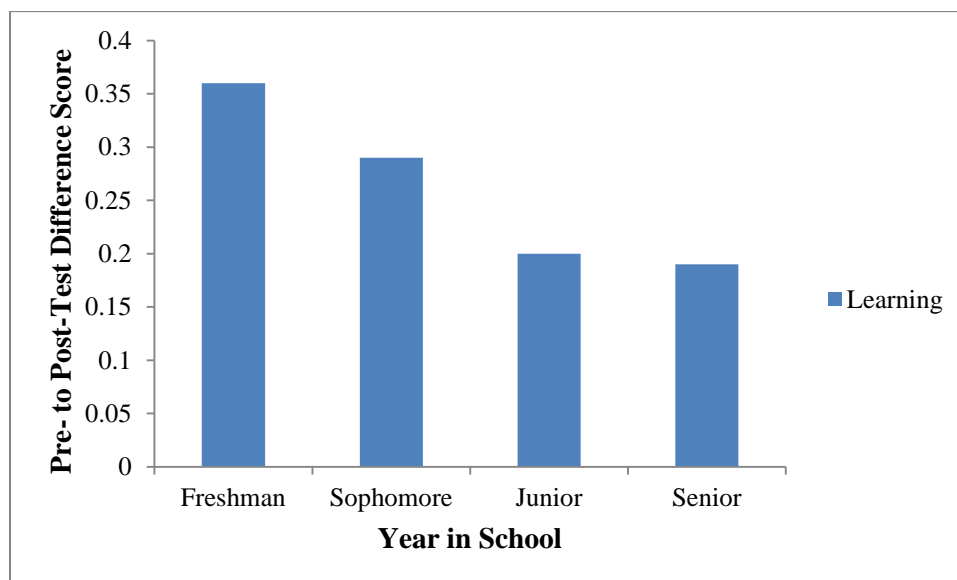


Figure 4.18. Mean learning score across various school year classifications

An ANOVA was used to examine the relationship between a participants' specific academic school enrollment and his or her learning. There were several outliers, as assessed by inspection of a boxplot but because they were not extreme, they were left in the analyses. Learning scores were normally distributed, as assessed by Shapiro-Wilk's test of normality ($p > .05$). Homogeneity of variances was confirmed, as assessed by Levene's test for equality of ($p = .98$). Results from the ANOVA indicate that there were no statistically significant differences in learning scores between the different academic school enrollment groups, $F(11, 152) = 1.018$, $p = .433$.

An ANOVA was used to examine the relationship between a participant's number of organizations involved with outside Residential Life and his or her learning. There were several outliers, as assessed by inspection of a boxplot but because they were not extreme, they were left in the analyses. The number of additional organizations was normally distributed, as assessed by Shapiro-Wilk's test of normality ($p > .05$). Homogeneity of variances was confirmed, as assessed by Levene's test for equality of ($p = .36$). Results from the ANOVA indicate that there were no statistically significant differences in learning scores between the different numbers of additional organizations, $F(6,157) = 1.663, p = .133$.

An independent-samples t-test was run to determine if there were differences in learning between male and female participants. There were 63 males and 101 females who took part in training. There was one outlier, as assessed by inspection of a boxplot but because it was not extreme, it was left in the analyses. The knowledge gain scores were normally distributed, as assessed by Shapiro-Wilk's test of normality ($p > .05$). The assumption of homogeneity of variances was confirmed, as assessed by Levene's test for equality of ($p = .385$). Results from the independent samples t-test indicate that there were no statistically significant differences in learning scores between males and females, $t(162) = 0.529, p = .598$.

An independent-samples t-test was run to determine if there were differences in learning between RAs and DAs. There were 101 RAs and 63 DAs who took part in training. There were several outliers, as assessed by inspection of a boxplot but because they were not extreme, they were left in the analyses. Shapiro-Wilk's test for normality showed that knowledge gain scores were not normally distributed for DAs ($p < .05$). The assumption of homogeneity of variances was confirmed, as assessed by Levene's test for equality of ($p = .14$). Due to the violation of the assumption of normality, both Mann-Whitney U and independent samples t-tests were run to

increase sensitivity and both analyses supported rejecting the null hypothesis that learning was the same across RAs and DAs. As can be seen in Figure 4.19, knowledge gained as measured by difference scores from pre- to post-test was greater for DAs ($.30 \pm 0.18$) than RAs ($.19 \pm 0.15$), a statistically significant difference of .11 (95% CI, 0.06 to 0.16), $t(162) = 4.219$, $p < .001$, $d = .68$.

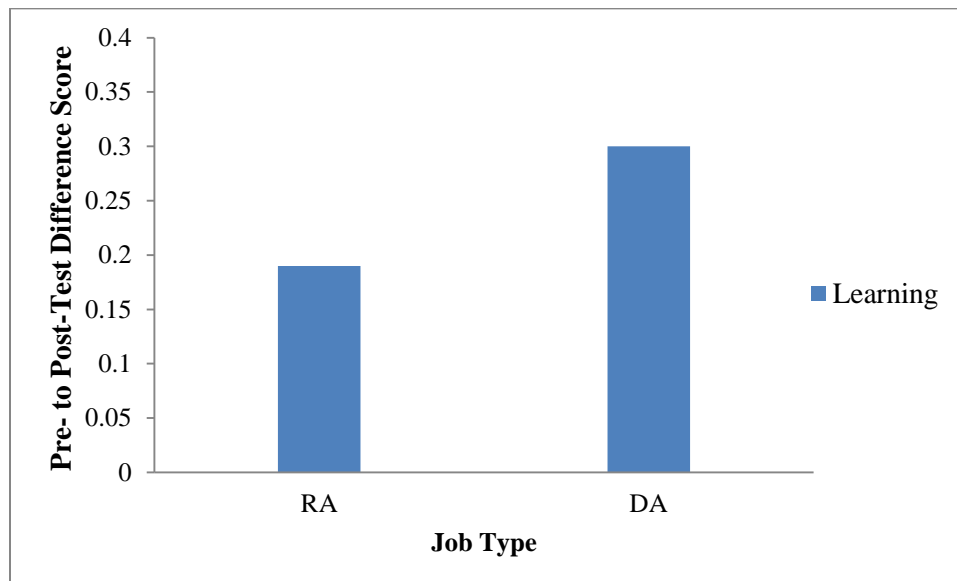


Figure 4.19. Difference score of learning across job type groups

An independent-samples t-test was run to determine if there were differences in learning between returning and new trainees. There were 102 returning trainees and 62 new trainees who took part in training. There were several outliers, as assessed by inspection of a boxplot but because they were not extreme, they were left in the analyses. Shapiro-Wilk's test for normality showed that knowledge gain scores were not normally distributed ($p > .05$). The assumption of homogeneity of variances was confirmed, as assessed by Levene's test for equality of ($p = .401$). Due to the violation of the assumption of normality, both Mann-Whitney U and independent samples t-tests were run to increase sensitivity and both analyses supported rejecting the null hypothesis that learning was the same across returner and new groups. As can be seen in Figure 4.20, knowledge gained as measured by difference scores from pre- to post-test was greater for

new employees ($.29 \pm 0.18$) than returning employees ($.20 \pm 0.15$), a statistically significant difference of .08 (95% CI, 0.03 to 0.13), $t(162) = 3.076$, $p = .002$, $d = .56$.

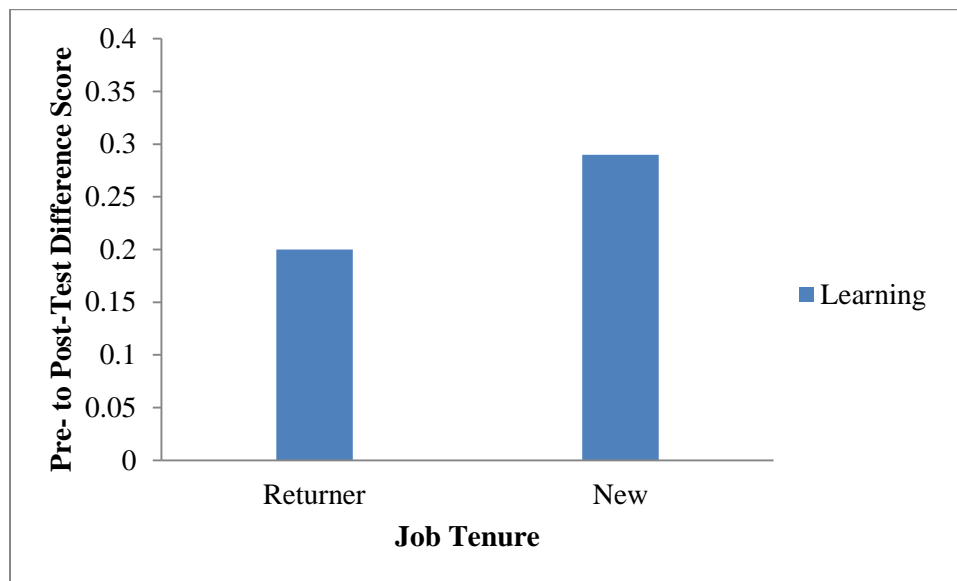


Figure 4.20. Difference score of learning across job tenure groups

4.4.1.17 Hypothesis 1. Motivation prior to training should not be different between lecture and video groups, as analyzed using a hierarchical linear regression. There were 69 participants in the lecture group and 95 participants in the video group. As seen in Figure 4.1, there should be no relationship between delivery type and pre-motivation. However, because learner characteristics also impact motivation to learn, these demographic variables were entered into the first step of the regression to remove the variance. Specifically, year in school, additional organization involvement, job type, and job tenure were all entered as covariates to create Model 1. A hierarchical linear regression was run to determine if the addition of delivery type improved the prediction of motivation to learn over and above the variance explained by learner characteristics. See Table 4.16 for full details on each regression model. Year in school, additional organization involvement, job type, and job tenure statistically significantly predict motivation to learn, $F(4, 159) = 15.413$, $p < .001$. Addition of delivery type led to no statistically

significant increase in the model's ability to predict motivation to learn, supporting Hypothesis 1 that motivation prior to training was the same across lecture and video groups.

Table 4.16

Hierarchical linear regression predicting Motivation to Learn from Year in School, Additional Organization Involvement, Job Type, Job Tenure, and Delivery Type

Variable	Motivation to Learn			
	Model 1		Model 2	
	B	β	B	β
Constant	3.09**		2.91**	
Year in School	-0.05	-.06	-0.05	-.07
Additional Organization Involvement	-0.06	-.12	-0.06	-.13
Job Type	0.41**	.28	0.41**	.28
Job Tenure	0.43**	.30	0.43**	.30
Delivery Type			0.126	.09
R^2	0.279		0.287	
F	15.413**		12.727**	
ΔR^2	0.279		0.008	
ΔF	15.413**		1.709	

Note. $N = 164$. * $p < .05$, ** $p < .001$.

4.4.2 Objective 2

In addition to the demographics and motivation information collected prior to training, a Digital Native scale was distributed in order to address Objective 2: To identify and describe the role of digital nativism in the effectiveness of online versus lecture training, specifically by differential influence on motivation to continue as a result of alignment or dissonance between digital preferences and delivery method.

4.4.2.1 Hypothesis 2. To the extent that a participant identifies as a digital native, this characteristic should influence the relationship between delivery type and motivation during training, as analyzed using correlations and independent samples t-tests. As seen in Figure 4.1, a mediating relationship is hypothesized to exist between delivery type, digital nativism, and mid-motivation.

Statistical analysis failed to support the hypothesis that digital native scores impact the relationship between delivery type and motivation to continue. There was no correlation between digital native and motivation to continue scores, $r(163)=.006$, $p>.05$, as assessed by a Pearson's product-moment correlation. This is likely due to the fact that there were no differences between delivery type groups on digital native scores, as determined by an independent samples t-test, $t(163)=.785$, $p>.05$, $d=.42$. In an attempt to comprehensively explore potential relationships between digital native characteristics and motivation to continue, a quartile split of digital native means was produced. The highest (>4.14) and lowest scores (<3.62) on the digital native scale were categorized into "top quartile" and "bottom quartile", then entered into an independent samples t-test to assess influence on motivation during training. No statistical differences between high and low scoring groups were found, $t(76)=.532$, $p>.05$, $d=.63$. Finally, because the digital native scale is comprised of 4 subscales – multi-tasking, technology, immediate gratification, and graphics – further correlations were conducted to assess the possibility that although the scale as a whole was not related to motivation to continue, perhaps one of more of the subscales was related to motivation during training. Motivation to continue was not related to any of the 4 digital native scales: multi-tasking, $r(165)=.12$, $p>.05$, technology, $r(165)= -.01$, $p>.05$, immediate gratification, $r(165)= -.12$, $p>.05$, or graphics, $r(165)= -.02$, $p>.05$, as assessed by a Pearson's product-moment correlation.

4.4.3 Objective 3

The third objective of the study was to obtain and describe measures of learning and performance resulting from taking part in the DA training program. Learning was assessed as a difference score between pre- and post-knowledge tests. All participants received an identical test before training began and then the same test at the conclusion of training. As mentioned in

Section 3.4.4, there were 20 fill-in-the-blank questions, with several multi-part questions.

Participants could receive a maximum score of 20 if he or she answered all parts of all questions correctly. Of the participants completing the pre- and post-tests, 69 took part in lecture training and 96 took part in video training. Table 4.17 provides descriptive information – mean, standard deviation, minimum, and maximum – for the lecture and training groups as they attempted both knowledge tests. Measures include correct responses, incorrect responses, omitted responses, and responses the participant did not reach (DNR).

Table 4.17

Distribution of response patterns for pre- and post-knowledge test for lecture and video groups

	Lecture				Video			
	Mean	St Dev	Min	Max	Mean	St Dev	Min	Max
Pre-test Correct	7.57	3.87	1	16	10.78	3.22	3	16
Pre-test Incorrect	4.91	3.38	0	16	6.81	2.57	1	14
Pre-test Omit	2.14	2.97	0	15	1.81	2.57	0	11
Pre-test DNR	5.38	5.96	0	19	.60	2.12	0	13
Post-test Correct	14.46	2.18	8	18	16.43	1.76	10	20
Post-test Incorrect	4.73	1.75	1	10	3.36	1.54	1	8
Post-test Omit	.61	1.37	0	8	.22	.55	0	2
Post-test DNR	.20	1.02	0	7	.00	.00	0	0

For example, question 12 on the knowledge test read List 3 examples of clothing considered unprofessional for DAs while working. To get full credit, a respondent would need to respond with 3 different examples provided during training, such as pajamas, clothing promoting off-campus housing, and revealing clothing. Responses considered incorrect included responses that indicated a lack of knowledge (“I don’t know”), incorrect information (“tuxedo”), or responses that were appropriate for an RA, but not for an employee working in the capacity of a

DA (“Community Moodle” as a resource). If a question called for more than one response, multiple points could be awarded for each correct response. However, variations of a correct response only resulted in one point. For example, “Woodlands Apartments” and “off-campus housing” would count as only one correct response. If a question did not call for more than one response, even if multiple correct responses were given, only one point would be awarded. As discussed in Section 3.7.1, omitted responses were skipped by the participant, identified as such by the presence of answered questions following that particular question. DNR responses were judged to be those questions that they participant did not have time to respond to, identified as such by the lack of responses following that particular question.

The knowledge score of each participant was calculated using a composite score of:

$$\frac{\text{\# correct responses}}{(\text{correct responses} + \text{incorrect responses} + \text{omitted responses})}$$

for both the pre- and post-test. This allowed for a calculation of difference scores indicating knowledge gain from pre- to post-test without penalizing participants for not answering questions they did not have time to complete, and provided the outcome variable of participant learning. Participant learning as an outcome variable is discussed as part of Objectives 1, 4, and 5.

4.4.4 Objective 4

The fourth objective of the study was to evaluate the effectiveness of video training as compared to a lecture delivery of the same information. Again, training effectiveness was assessed using motivation to learn, motivation to continue, motivation to transfer, satisfaction, and learning. Two hypotheses were developed to investigate the effectiveness of the delivery type treatment. Specifically, Hypothesis 3 addressed motivation during training as it may be

influenced by training delivery type. Also Hypothesis 4 addressed each of the other 4 outcome variables: motivation to transfer, satisfaction, and learning.

4.4.4.1 Hypothesis 3. It was hypothesized that delivery mode would impact participant motivation to continue, as analyzed using hierarchical linear regression. However, because learner characteristics also impact motivation to continue, these demographic variables were entered into the first step of the regression to remove the variance. Specifically, year in school, additional organization involvement, job type, and job tenure were all entered as covariates to create Model 1. A hierarchical linear regression was run to determine if the addition of delivery type improved the prediction of motivation to continue over and above the variance explained by learner characteristics. See Table 4.18 for full details on each regression model. The full model of year in school, additional organization involvement, job type, job tenure, and delivery type to predict motivation to continue (Model 2) was statistically significant, $R^2 = .399$, $F(5,158) = 20.956$, $p < .001$; adjusted $R^2 = .380$. Year in school, additional organization involvement, job

Table 4.18

Hierarchical linear regression predicting Motivation to Continue from Year in School, Additional Organization Involvement, Job Type, Job Tenure, and Delivery Type

Variable	Motivation to Continue			
	Model 1		Model 2	
	B	β	B	β
Constant	2.72**		2.21**	
Year in School	-0.14*	-.18	-0.16*	-.20
Additional Organization Involvement	-0.06	-.12	-0.07*	-.14
Job Type	0.46**	.31	0.46**	.31
Job Tenure	0.37*	.25	0.38*	.26
Delivery Type			0.35**	.24
R^2	0.343		0.399	
F	20.750**		20.956**	
ΔR^2	0.343		0.056	
ΔF	20.750**		14.654**	

Note. $N = 164$. * $p < .05$, ** $p < .001$.

type, and job tenure statistically significantly predict motivation to continue, $F(4, 159) = 20.750$, $p < .001$. The addition of delivery type to the prediction of motivation to continue (Model 2), led to a statistically significant increase in R^2 of .056, $F(1, 158) = 14.654$, $p < .001$, supporting Hypothesis 3 that motivation during training was impacted by delivery type.

Hypothesis 3 also indicated a predicted direction for relationship between delivery mode and participant motivation to continue, with participants taking part in lectures having lower motivation than those in the video group. Because the hierarchical linear regression indicated a significant amount of variance explained by delivery type, an ANCOVA was run to determine if there were differences in motivation halfway through training between lecture and video delivery formats after controlling for the learner characteristics of year in school, additional organization involvement, job type, and job tenure. There were no outliers in the data, as assessed by inspection of a boxplot. Motivation to continue scores were normally distributed, as assessed by Shapiro-Wilk's test ($p > .05$). The assumption of homogeneity of variances was confirmed, as assessed by Levene's test for equality of ($p = .809$). After adjustment for learner characteristics, there was a statistically significant difference in motivation to continue between delivery types, $F(1,158) = 105.512$, $p < .001$, partial $\eta^2 = .085$. As can be seen in Figure 4.21, motivation to continue was higher for those receiving training via video (3.53) than those receiving training via lecture (3.18), thereby confirming the directional prediction of Hypothesis 3.

4.4.4.2 Hypothesis 4. It was hypothesized that delivery type would impact training outcome variables, as analyzed using hierarchical linear regression and ANCOVAs. The sub-hypotheses discussed below address the predicted relationship between delivery type and motivation to transfer, satisfaction, and learning, respectively.

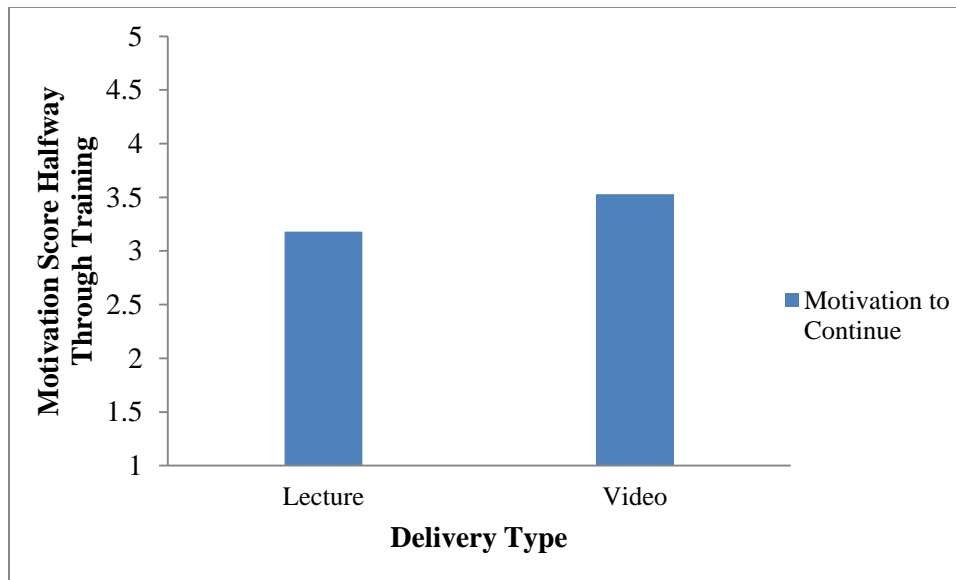


Figure 4.21. Mean score of motivation to continue across delivery type groups

H4a: Impact of Delivery Method on Motivation to Transfer. It was hypothesized that delivery mode would impact participant motivation to transfer, as analyzed using hierarchical linear regression. However, because learner characteristics also impact motivation to continue, these demographic variables were entered into the first step of the regression to remove the variance. Specifically, year in school, job type, and job tenure were all entered as covariates to create Model 1. After removal of one outlier (participant 605), a hierarchical linear regression was run to determine if the addition of delivery type improved the prediction of motivation to transfer over and above the variance explained by learner characteristics. See Table 4.19 for full details on each regression model. The full model of year in school, additional organization involvement, job type, job tenure, and delivery type to predict motivation to continue (Model 2) was statistically significant, $R^2 = .280$, $F(4,158) = 15.377$, $p < .001$; adjusted $R^2 = .262$. Year in school, job type, and job tenure statistically significantly predict motivation to continue, $F(3, 159) = 18.837$, $p < .001$. The addition of delivery type to the prediction of motivation to transfer (Model 2), led to a statistically significant increase in R^2 of .018, $F(1, 158) = 3.949$, $p = .049$,

supporting Hypothesis 4a that motivation at the conclusion of training was impacted by delivery type.

Table 4.19

Hierarchical linear regression predicting Motivation to Transfer from Year in School, Additional Organization Involvement, Job Type, Job Tenure, and Delivery Type

Variable	Motivation to Transfer			
	Model 1		Model 2	
	B	β	B	β
Constant	3.55**		3.25**	
Year in School	-0.14*	-.18	-0.15*	-.19
Job Type	0.42**	.29	0.42**	.29
Job Tenure	0.35*	.24	0.36*	.25
Delivery Type			0.20*	.14
R^2	0.262		0.280	
F	18.837**		15.377**	
ΔR^2	0.262		0.018	
ΔF	18.837**		3.949*	

Note. $N = 163$. * $p < .05$, ** $p < .001$.

Hypothesis 4a also indicated a predicted direction for relationship between delivery mode and participant motivation to transfer, with participants taking part in lectures will have lower motivation to transfer compared to those in the video group. Because the hierarchical linear regression indicated a significant amount of variance explained by delivery type, an ANCOVA was run to determine if there were differences in motivation after training between lecture and video delivery formats after controlling for the learner characteristics of year in school, job type, and job tenure. There were several outliers, as assessed by inspection of a boxplot but because they were not extreme, they were left in the analyses. Shapiro-Wilk's test for normality showed that motivation to transfer scores were not normally distributed ($p < .05$). The assumption of homogeneity of variances was confirmed, as assessed by Levene's test for equality of ($p = .587$). After adjustment for learner characteristics, the relationship between motivation to transfer between delivery types approached significance, $F(1,159) = 3.570$, $p = .061$, partial $\eta^2 = .022$. As

can be seen in Figure 4.22, motivation to transfer was higher for those receiving training via video (4.28) than those receiving training via lecture (4.09), suggesting that additional data would likely have confirmed the directional prediction of Hypothesis 4a.

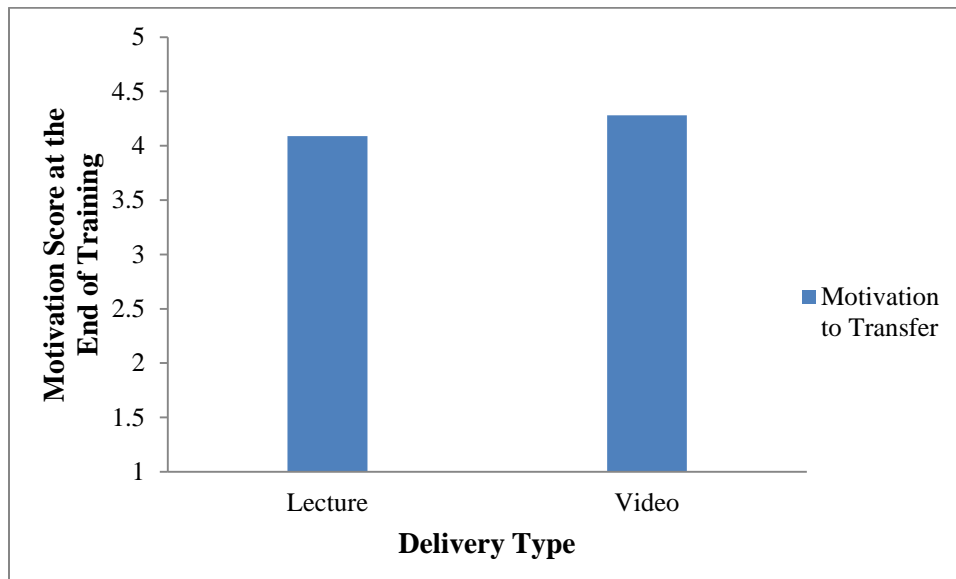


Figure 4.22. Mean score of motivation to continue across delivery type groups

H4b: Impact of Delivery Method on Satisfaction. It was hypothesized that delivery mode would impact participant satisfaction, as analyzed using hierarchical linear regression. However, because learner characteristics also impact satisfaction, these demographic variables were entered into the first step of the regression to remove the variance. Specifically, ethnicity, year in school, job type, and job tenure were all entered as covariates to create Model 1. A hierarchical linear regression was run to determine if the addition of delivery type improved the prediction of satisfaction scores over and above the variance explained by learner characteristics. See Table 4.20 for full details on each regression model. The full model of ethnicity, year in school, job type, job tenure, and delivery type to predict motivation to continue (Model 2) was statistically significant, $R^2 = .418$, $F(5,99) = 14.226$, $p < .001$; adjusted $R^2 = .389$. Ethnicity, year in school, job type, and job tenure statistically significantly predict motivation to continue, $F(4, 100) = 15.815$, $p < .001$. The addition of delivery type to the prediction of satisfaction (Model 2), led to

a statistically significant increase in R^2 of .031, $F(1, 99) = 5.209$, $p = .025$, supporting Hypothesis 4b that satisfaction with training was impacted by delivery type.

Table 4.20

Hierarchical linear regression predicting Satisfaction from Year in School, Additional Organization Involvement, Job Type, Job Tenure, and Delivery Type

Variable	Satisfaction			
	Model 1		Model 2	
	B	β	B	β
Constant	2.12**		1.63*	
Ethnicity	-0.06	-.09	-0.06	-.07
Year in School	-0.04	-.04	-0.05	-.07
Job Type	0.83**	.42	0.88**	.28
Job Tenure	0.55*	.30	0.52*	.30
Delivery Type			0.33*	.18
R^2	0.387		0.418	
F	15.815**		14.226**	
ΔR^2	0.387		0.031	
ΔF	15.815**		5.209**	

Note. $N = 105$. * $p < .05$, ** $p < .001$.

Hypothesis 4b also indicated a predicted direction for relationship between delivery mode and participant satisfaction, with participants taking part in lectures will have lower satisfaction ratings compared to those in the video group. Because the hierarchical linear regression indicated a significant amount of variance explained by delivery type, an ANCOVA was run to determine if there were differences in satisfaction with training between lecture and video delivery formats after controlling for the learner characteristics of ethnicity, year in school, job type, and job tenure. There were no outliers in the data, as assessed by inspection of a boxplot. Shapiro-Wilk's test for normality showed that satisfaction scores were not normally distributed ($p < .05$). The assumption of homogeneity of variances was confirmed, as assessed by Levene's test for equality of ($p = .319$). After adjustment for learner characteristics, there was a statistically significant difference in satisfaction between delivery types, $F(1,99) = 5.209$, $p = .025$, partial $\eta^2 = .050$. As

can be seen in Figure 4.23, satisfaction scores were higher for those receiving training via video (3.93) than those receiving training via lecture (3.60), thereby confirming the directional prediction of Hypothesis 4b.

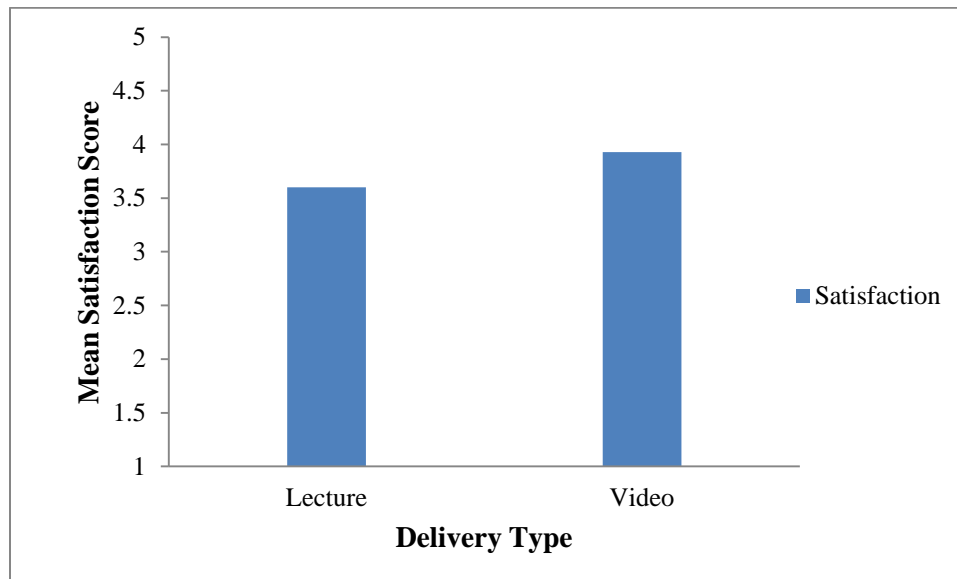


Figure 4.23. Mean satisfaction scores across delivery type groups

H4c: Impact of Delivery Method on Learning. It was hypothesized that delivery mode would impact participant learning, as analyzed using hierarchical linear regression. However, because learner characteristics also impact learning, these demographic variables were entered into the first step of the regression to remove the variance. Specifically, year in school, job type, and job tenure were all entered as covariates to create Model 1. A hierarchical linear regression was run to determine if the addition of delivery type improved the prediction of learning over and above the variance explained by learner characteristics. See Table 4.21 for full details on each regression model. The full model of year in school, job type, job tenure, and delivery type to predict motivation to continue (Model 2) was statistically significant, $R^2 = .222$, $F(4,159) = 11.327$, $p < .001$; adjusted $R^2 = .202$. Year in school, job type, and job tenure statistically significantly predict motivation to continue, $F(3,160) = 10.291$, $p < .001$. The addition of delivery type to the prediction of motivation to continue (Model 2), led to a statistically

significant increase in R^2 of .060, $F(1, 159) = 12.262$, $p = .001$, supporting Hypothesis 4c that knowledge gains were impacted by delivery type.

Table 4.21

Hierarchical linear regression predicting Learning from Year in School, Additional Organization Involvement, Job Type, Job Tenure, and Delivery Type

Variable	Learning			
	Model 1		Model 2	
	B	β	B	β
Constant	0.19*		0.06	
Year in School	-0.04*	-.21	-0.05	-.07
Job Type	0.09*	.26	0.09**	.26
Job Tenure	0.03	.07	0.03	.09
Delivery Type			0.08*	.25
R^2	0.162		0.222	
F	10.291**		11.327**	
ΔR^2	0.162		0.060	
ΔF	10.291**		12.262*	

Note. $N = 164$. * $p < .05$, ** $p < .001$.

Hypothesis 4c also indicated a predicted direction for relationship between delivery mode and participant learning, such that participants taking part in lectures will have lower learning scores compared to those in the video group. Because the hierarchical linear regression indicated a significant amount of variance explained by delivery type, an ANCOVA was run to determine if there were differences in participant knowledge gains between lecture and video delivery formats after controlling for the learner characteristics of year in school, job type, and job tenure. There were several outliers, as assessed by inspection of a boxplot, but because they were not extreme, they were left in the analyses. Learning scores were normally distributed, as assessed by Shapiro-Wilk's test ($p > .05$). The assumption of homogeneity of variances was confirmed, as assessed by Levene's test for equality of ($p = .168$). After adjustment for learner characteristics, there was a statistically significant difference in participant learning between delivery types, $F(1,159) = 12.262$, $p = .001$, partial $\eta^2 = .072$. As can be seen in Figure 4.24, learning scores were

higher for those receiving training via video (0.27) than those receiving training via lecture (0.19), thereby confirming the directional prediction of Hypothesis 4c.

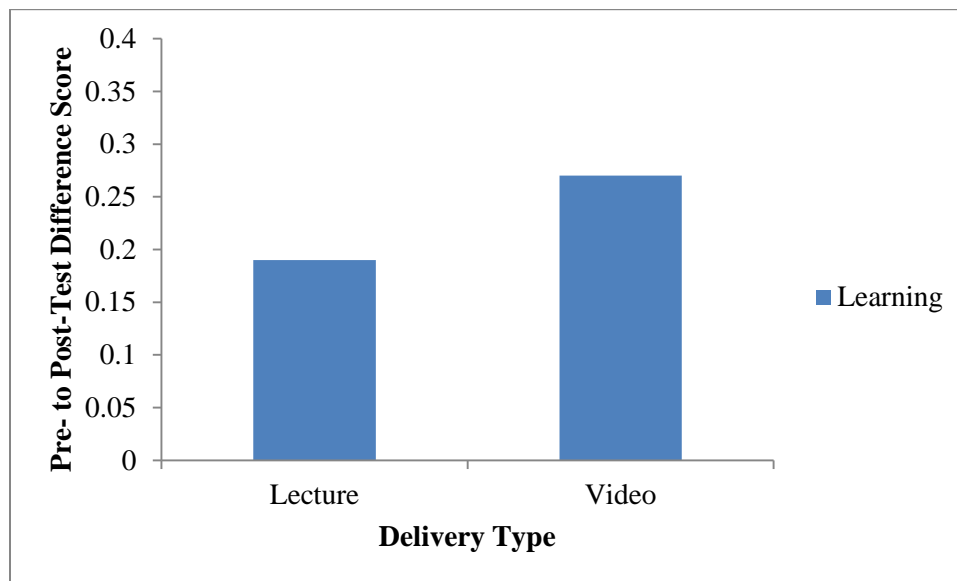


Figure 4.24. Difference score of learning across delivery type groups

Hypothesis 4d: Impact of Delivery Method on Performance. See Section 4.4.5.

4.4.5 Objective 5

The fifth objective of the study was to describe the relationship between motivation and the effectiveness of online versus lecture training, as expressed by participant learning.

Hypothesis 5 was developed to investigate the relationship between motivation and learning quantitatively. Hypothesis 5 addresses learning as it is related to each aspect of motivation: motivation to learn, motivation to continue, and motivation to transfer.

4.4.5.1 Hypothesis 5. It was hypothesized that the effectiveness of training is moderated by motivation, such that learning scores will be lower for participants with lower motivation, as analyzed using Pearson's Product-moment correlations. As can be seen in Table 4.22, learning, as measured by pre- to post-test difference scores, was significantly correlated with each aspect of motivation.

Table 4.22

Correlations between motivation and learning for both new and returning employees

		Pre to Post Score	Motivation to Learn	Motivation to Continue	Motivation to Transfer
Pre to Post Score	Pearson Correlation	1	.335**	.305**	.340**
	Sig. (2-tailed)		.000	.000	.000
	N	165	165	165	165
Motivation to Learn	Pearson Correlation	.335**	1	.618**	.713**
	Sig. (2-tailed)	.000		.000	.000
	N	165	165	165	165
Motivation to Continue	Pearson Correlation	.305**	.618**	1	.719**
	Sig. (2-tailed)	.000	.000		.000
	N	165	165	165	165
Motivation to Transfer	Pearson Correlation	.340**	.713**	.719**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	165	165	165	165

**. Correlation is significant at the 0.01 level (2-tailed).

However, after further examination of data, a concern arose about learning confounds because returners should not theoretically be able to learn as much as new employees. The Pearson's Product-moment correlational analysis was run again including only new employees. The results of the second correlation revealed no relationship between learning and motivation to learn ($r=.09$), learning and motivation to continue ($r=.09$), or learning and motivation to transfer ($r=.10$) for new employees ($n=63$).

After analyzing correlations between learning and motivation for new employees, a Pearson's Product-moment correlation was run to determine the relationship between learning and motivation for returning employees. As can be seen in Table 4.23, learning, as measured by pre- to post-test difference scores, was significantly correlated with each aspect of motivation within the returning employees group.

Table 4.23

Correlations between motivation and learning for returning employees only

		Pre to Post Learning Score	Motivation to Learn	Motivation to Continue	Motivation to Transfer
Pre to Post Learning Score	Pearson Correlation	1	.359**	.329**	.373**
	Sig. (2-tailed)		.000	.001	.000
	N	102	102	102	102
Motivation to Learn	Pearson Correlation	.359**	1	.535**	.648**
	Sig. (2-tailed)	.000		.000	.000
	N	102	102	102	102
Motivation to Continue	Pearson Correlation	.329**	.535**	1	.686**
	Sig. (2-tailed)	.001	.000		.000
	N	102	102	102	102
Motivation to Transfer	Pearson Correlation	.373**	.648**	.686**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	102	102	102	102

**, Correlation is significant at the 0.01 level (2-tailed).

H5a: Motivation to Learn and Learning. A Pearson's product-moment correlation was run to assess the relationship between motivation to learn and learning as measured by knowledge gains from pre-test to post-test for returning employees. Preliminary analyses showed the relationship to be linear. Although a boxplot indicated the presence of several outliers, they were left in the analysis because they were not classified as extreme. Not all variables were normally distributed, as assessed by Shapiro-Wilk's test ($p < .05$). However, Pearson's correlation was still utilized as it is somewhat robust to deviations from normality. There was a moderate positive correlation between motivation to continue and learning, such that higher motivation scores prior to training were associated with higher learning scores, $r(102) = .359$, $p < .001$, with motivation prior to training explaining 13% of the variation in learning for returning employees.

H5b: Motivation to Continue and Learning. A Pearson's product-moment correlation was run to assess the relationship between motivation to continue and learning as measured by

knowledge gains from pre-test to post-test for returning employees. Preliminary analyses showed the relationship to be linear. Although a boxplot indicated the presence of two outliers, they were left in the analysis because they were not classified as extreme. There was a moderate positive correlation between motivation to continue and learning, such that higher motivation scores halfway through training were associated with higher learning scores, $r(102) = .329$, $p = .001$, with motivation to continue explaining 11% of the variation in learning for returning employees.

H5c: Motivation to Transfer and Learning. A Pearson's product-moment correlation was run to assess the relationship between motivation to transfer and learning as measured by knowledge gains from pre-test to post-test for returning employees. Preliminary analyses showed the relationship to be linear. Although a boxplot indicated the presence of two outliers, they were left in the analysis because they were not classified as extreme. Not all variables were normally distributed, as assessed by Shapiro-Wilk's test ($p < .05$). However, Pearson's correlation was still utilized as it is somewhat robust to deviations from normality. There was a moderate positive correlation between motivation to transfer and learning, such that higher motivation scores after training were associated with higher learning scores, $r(102) = .373$, $p < .001$, with motivation after training explaining 14% of the variation in learning for returning employees.

4.4.5.2 Factor Analysis. In order to investigate the underlying structure of motivation as a construct, an exploratory factor analysis of the motivation measures was conducted in order to determine whether motivation should be conceptualized as a single or multiple construct structure. All items from the Motivation to Learn, Motivation to Continue, and Motivation to Transfer scales were entered into a principle components analysis using varimax rotation. The extraction revealed 5 underlying constructs, implying that motivation, as it is conceptualized for

this project, most closely conforms to a theory of measurement that treats motivation as a distinct construct at 3 parts in time: before, during, and after training.

The 5 items from the Motivation to Learn scale loaded most strongly on Factor 3. Eight of the 10 items from the Motivation to Continue scale loaded most strongly on Factor 1. Items from the Motivation to Transfer scale loaded predominantly on Factor 2, although several items loaded on Factor 1 or were split between Factors 2 and 1. One item from the Motivation to Transfer scale – “successful application of the training content is an exciting challenge for me” – loaded on both Factors 2 and 3. The Motivation to Continue item “I am overwhelmed by the amount of information” was the only item to load on Factor 4. Similarly, the Motivation to Continue item “I was prepared for this training” was the only item to load on Factor 5. Overall, the resulting rotated component matrix supports the structure of motivation as it was theorized for measurement purposes. The anomalous items and loadings may represent a mismatch between the populations utilized in the development and validation processes and the population used in this study.

4.5 Qualitative Results

As stated previously, the primary purpose of collecting qualitative data was to address motivational concerns within the trainee population, especially as it relates to impacting the effectiveness of training. The quantitative data collected for this study are limited to the day of training. However, the qualitative information gathered from the training participants spans the time period beginning before trainees arrived on campus, the day of training, and several months after the conclusion of the training session. Although not all participants were included in each aspect of qualitative data collection, the samples included DAs, RAs, new employees, returning employees, trainees who took part in the video session, and trainees who took part in the lecture

delivery of training materials. The qualitative data collected here primarily addresses Objective 5: To determine the degree to which motivation impacts the effectiveness of online versus lecture training. The breadth of qualitative information speaks to job perception, training material, and organizational support, allowing for a greater understanding of elements impacting training above and beyond the training program itself. However, to a lesser degree, the qualitative data also informs Objectives 3 and 6, describing learning and providing direction for further research. A narrative approach was used to describe each data collection endeavor discussed below and adds explanation to participant motivation and learning, as well as allowing for departmental evaluation of the training and providing insight into improvements for future training.

4.5.1 Email Survey

Approximately 10 days before training, new DAs were contacted to see if they were to respond to a brief email survey to ascertain their purpose for applying for the job and their expectations for training (see Appendix G; see also Section 3.6.2). The email urged thorough, honest responses, but stressed that the information was not to evaluate the respondent and participation was voluntary. Five of those emailed replied with responses to the questions. One of the respondents had been a DA, taken off a year from LSU, and then returned to the DA position, but was still considered new by the department as his employment had been interrupted.

When asked Why did you apply to be a DA?, there were a variety of responses given, mostly focused on the convenience of on-campus jobs, the seemingly easy nature of the job, and camaraderie found in campus housing communities. Examples include “I don’t have to go to [sic] far after my classes for work”, “The work is not difficult at all so that really gives you a chance to get homework and other critical things done with the free time”, and “I think it is

important for everyone to have a positive on camous [sic] housing experience, and staff is an integral part of creating that environment.”

Responses to the question What do you think you will get out of your experience as a DA? indicated a recognition that the skills learned as part of the DA position could transfer to future employment opportunities. Statements such as “Out of this experience I will learn how to treat people in a DA position. Learning how to handle people in this positions can be very useful in other jobs in the future” and “I think I will learn how to communicate better and learn how to work in a college environment which is what I want to do after college/grad school” illustrated a perceived utility associated with the position. However, others saw more social engagement opportunities, stating “I think as a DA you really get to interact with the res hall community that that you are working with. You can meet really great friends” and “My DA experience will offer me many experiences, but in the end I hope to help create a safe, secure, and positive on campus environment.” At least one reiterated the convenience factors associated with the job, saying “Money. Also a part time job that I know will work around my class schedule so that I don't have to worry about clashes.”

There was little information available on training to incoming employees. One went so far as to say “I don't know anything, really” when asked What do you know about the training for LSU DAs? Others made assumptions on content or knew the timeframe, stating “I am not aware of how the truing [sic] goes but I would think it is for making sure that DAs know what to do at any given time on the job” and “That the date for training changed and didn't work with my schedule, and it should take about 4 hours. That is all!” However, other trainees had some idea of what training might entail. The one respondent with previous experience noted “When I was a DA as a freshman, training was not as complicated as it seems to be this time around. We went

over the basics of the job like key rentals, maintenance requests, checking guests in or out and scheduling” and one respondent knew another employee, so replied:

Just what my roommate told me. It's going to be half a day and we will learn about the things such as how to rent out keys, procedures for things such as calling an RA or RLC, and there might be some demonstrations. Basically we will have a crash course on everything we need to know to work the desks.

Finally, when asked How do you think the DA training will prepare you to do your job?, one respondent felt like training would be sufficient, stating “I would know exactly how to deal situations that I could have not be prepared for if it wasn't for training.” However, other respondents indicated concerns that a training class was not adequate preparation. One saw training as “necessary so that as a DA you can get an overview of the things that you will be in charge of doing” but also felt that “nothing beats the real-time experience of running the desk yourself.” Similarly, another respondent replied saying “DA training will familiarize me with LSU policies and procedures, but nothing prepares you more than actually practicing the things you learn.” One seemed especially concerned that the class would not be enough, writing

I'm hoping it will be thorough enough where I don't forget anything or have any trouble while working behind the desk. I'm a bit worried about the fact that we get a half a day of training and then we work the desks by ourselves. It seems to me that it might be better if we had a double shift with someone who was experienced for at least the first couple of shifts. But I might be over thinking how much there is to know or how difficult it will be.

Within these few brief responses, patterns emerge concerning job perceptions, motivating aspects of the job itself, and concerns about the necessity of implementing more experiential learning to supplement training. These ideas recur throughout the qualitative data and offer guidelines to the department for improving the learning and motivation of employees working the residential hall desks.

4.5.2 Pre-training Motivation Survey

Along with scales and a demographics survey used to gather information on learner characteristics, a short, open-answer survey (see Appendix I) was distributed to trainees prior to beginning training on the day of training. The survey was distributed to 6 different training groups: New employees receiving training via lecture (n=18), returning employees receiving training via lecture (n=39), new employees receiving training via lecture on the second training day (n=12), new employees receiving training via video (n=26), returning employees receiving training via video (n=63), and new employees receiving training via video on the second training day (n=7), for a total of 165 respondents. The purpose of the survey was to explain motivational differences that may exist between participants prior to beginning the desk training session. The survey was made up of 4 questions, with one follow-up question. The questions were designed to establish motivation levels and training expectations. All but one participant completed the survey. Responses often fell into positive, negative, and other categories. Response patterns and exemplifying quotes are organized by group and discussed below.

4.5.2.1 Question 1a. To get an initial sense of trainee motivation, the first question asked of the participants was Are you looking forward to training? Displayed in Table 4.24 are the distribution of results, separated by delivery type and the particular groups from which the survey was collected. Yes responses were typically expressed as “yes”, “yep!”, and “somewhat”, while No responses included “no”, “not really”, and “not particularly”. If a participant answered “yes & no” or “mixed”, it was determined to be Both, and responses such as “no opinion” or “indifferent” were counted as No Opinion. Answers that were deemed Unclear included responses such as “it has to be done”, “I haven't decided yet”, and “seems like it's a lot of work, but much needed information”. Again, 1 participant left the survey unanswered.

Table 4.24

Distribution of responses to Question 1a on the Pre-Training Motivation Survey

<div>Group 1</div> <div>New RAs and DAs</div>		<div>Lecture</div> <div>Group 3</div> <div>Returning RAs and DAs</div>	<div>Group 5</div> <div>New DAs</div>		
Yes:	16	Yes:	9	Yes:	12
No:	1	No:	24	No:	0
Both:	0	Both:	4	Both:	0
No Opinion:	1	No Opinion:	0	No Opinion:	0
Unclear:	0	Unclear:	2	Unclear:	0
Unanswered:	0	Unanswered:	0	Unanswered:	0

<div>Group 2</div> <div>New RAs and DAs</div>		<div>Video</div> <div>Group 4</div> <div>Returning RAs and DAs</div>	<div>Group 6</div> <div>New DAs</div>		
Yes:	18	Yes:	17	Yes:	5
No:	5	No:	30	No:	1
Both:	1	Both:	7	Both:	1
No Opinion:	1	No Opinion:	2	No Opinion:	0
Unclear:	1	Unclear:	6	Unclear:	0
Unanswered:	0	Unanswered:	1	Unanswered:	0

4.5.2.2 Question 1b. The first question of the pre-training motivation survey was comprised of 2 parts – Are you looking forward to training? and Why or why not? – in order to have the participants elaborate on their initial response. As can be ascertained from Table 4.24, each group had positive, negative, and “other” responses, elaborated below. Although there was some overlap of responses across all groups, there were also distinct patterns of responses for new and returning trainees. Groups 1, 2, 5, and 6, each of which was comprised of new employees, tended to have similar themes which were positive for the most part. Conversely, Groups 3 and 4, which were made up of returners, while containing similar themes to each other, were different from the new employees and predominately negative.

Group 1 was made up of new employees trained using lecture delivery on the first day of training. Positive responses included enjoying peer interaction, excitement about the job, seeing training as relevant to job performance, wanting to feel competent, and an intrinsic enjoyment of

learning. Negative responses included concerns about training being boring. Other responses seemed to indicate a recognition of training as means to an end, but no excitement for the process itself.

Group 2 was made up of new employees trained using video delivery on the first day of training. Positive responses included enjoyment of learning, seeing training as relevant to job performance, excitement about the job, wanting to feel competent, seeing training as an opportunity to pick up skills, and curiosity about the training process. Negative responses included exhaustion, concerns about length of training, hunger, concerns about timeframe for training [early], and concerns about training being boring. Other responses seemed to indicate gratitude that training was basically over or no elaboration beyond “indifferent”.

Group 3 was made up of returning employees trained using lecture delivery on the first day of training. Positive responses included seeing training as relevant to job performance, enjoying training, enjoying peer interaction, wanting to feel competent, getting to move in early, desire to be kept updated on changes, excitement about the job, appreciation for training programs, and a desire for review. Negative responses included dissatisfaction with the delivery, concerns about length of training, concerns about training being boring, assertions that if he/she has attended previous trainings then that should be sufficient, concerns that he/she already knows everything relevant, concerns about training redundancy, concerns about timeframe for training, and exhaustion. Other responses seemed to indicate a hesitation to say one way or another

Group 4 was made up of returning employees trained using video delivery on the first day of training. Positive responses included seeing training as relevant to job performance, enjoying peer interaction, wanting to feel competent, desire to be kept updated on changes, excitement about the job, appreciation for training programs, desire for review, enjoyment of

learning, appreciation for approach to training, appreciation for consistent guidelines, and curiosity about the training process. Negative responses included dissatisfaction with the delivery, concerns about length of training, concerns about training being boring, assertions that if he/she has attended previous trainings then that should be sufficient, concerns that he/she already knows everything relevant, concerns about training redundancy, exhaustion, and concerns about too much content. Other responses seemed to indicate a resignation to the necessity of training, and dissatisfaction with previous training but a willingness to give training a chance.

Group 5 was made up of new employees trained using lecture delivery on the second day of training. Positive responses included seeing training as relevant to job performance, peer interaction, wanting to feel competent, excitement about the job, and an intrinsic enjoyment of learning. This group had no negative or other responses.

Group 6 was made up of new employees trained using video delivery on the second day of training. Positive responses included seeing training as relevant to job performance, enjoying peer interaction, wanting to feel competent, and excitement about the job. Negative responses included concerns about timeframe for training [early], concerns that he/she already knows everything relevant, concerns about length of training, concerns about training being boring. This group had no other responses.

4.5.2.3 Question 2. The second question of the pre-training motivation survey – What do you think you will learn in training? – was designed to reveal whether the motivation levels of the trainees was contingent on their views of the usefulness of training. Groups 3 and 4, which were comprised of returning employees included both positive and negative responses in regards

to their thoughts on what they would learn in training. Groups 1, 2, 5, and 6, which were made up of new employees were limited to positive and “other” responses.

Groups 1 and 2 were made up of new employees trained on the first day of training. Trainees in Group 1 received information via lecture and responded to Question 2 saying they thought they would learn about tools, community information, responsibilities, other skills [communication], how to react in particular situations, procedures, and job expectations. Trainees in Group 2 received information via video and responded to Question 2 saying they thought they would learn about how to react in particular situations, who to contact for assistance, responsibilities, updates, procedures, tools, expectations, and other skills [student support].

Groups 3 and 4 were made up of returning employees trained on the first day of training. Trainees in Group 1 received information via lecture and responded to Question 2 saying they thought they would learn about tools, expectations, other skills [communication, time management, conflict management], procedures, updates, how to react in particular situations, who to contact for assistance, responsibilities, accountability, and be able to refresh current knowledge. However, they also provided negative responses that indicated a perception that the training was a waste of time. Quotes such as “nothing, already know all this stuff”, “everything I already know”, “not much”, and “nothing new” provide a sample of example responses. Trainees in Group 4 received information via video and responded to Question 2 saying they thought they would learn about job expectations, tools, procedures, updates, how to react in particular situations, refresh knowledge, regulations, tools, other skills [organizational, inter-personal, customer service], and responsibilities. Similarly to Group 3, they also provided negative

responses such as “nothing of real use”, “not much”, and “nothing new”, suggesting little value for the training session. Other responses included “not sure”.

Groups 5 and 6 were made up of new employees trained on the second day of training. Trainees in Group 5 received information via lecture and responded to Question 2 saying they thought they would learn about responsibilities, procedures, how to react in particular situations, organization structure, understanding LSU, job expectations, and tools. Other responses included “not quite sure”. Trainees in Group 6 received information via video and responded to Question 2 saying they thought they would learn about responsibilities, procedures, expectations, organization structure, who to contact for assistance, refresh knowledge, updates, and how to react in particular situations.

4.5.2.4 Question 3. The third question of the pre-training motivation survey – What do you think the purpose of training is? – was also designed to reveal whether the motivation levels of the trainees was contingent on whether they saw utility to training. Groups 3 and 4, which were comprised of returning employees included both positive and negative responses in regards to their thoughts on what they would learn in training. Groups 1, 2, 5, and 6, which were made up of new employees were limited to positive responses. Although there was overlap to the responses across groups, there were also themes unique to new employees that placed importance feeling comfortable and prepared and themes unique to returners that placed importance on refreshing knowledge and providing updates. Returners also provided a greater variety of responses within their groups.

Groups 1 and 2 were made up of new employees trained on the first day of training. Trainees in Group 1 received information via lecture and responded to Question 3 saying they thought the purpose of training was to provide understanding of position, explain how to do job

correctly, establish consistent guidelines, explain how to help residents, help employees feel comfortable, expose learners to the variety of tasks, expose learners to the variety of situations, and help prepare trainees to do the job. Trainees in Group 2 received information via video and responded to Question 3 saying they thought the purpose of training was to help employees feel comfortable, provide understanding of position, expose learners to the variety of situations, expose learners to the variety of tasks, help prepare trainees to do the job, establish consistent guidelines, explain how to do job properly, and minimize surprises.

Groups 3 and 4 were made up of returning employees trained on the first day of training. Trainees in Group 3 received information via lecture and responded to Question 3 saying they thought the purpose of training was to expose learners to the variety of situations, explain how to do job properly, provide understanding of position, explain updates, refresh knowledge, establish consistent guidelines, help employees avoid mistakes, establish who to contact for assistance, explain expectations, provide protocol, learn about the desks, learn responsibilities, prepare learners to do the job, and explain the use of desk software programs. However, they also provided negative responses such as “to repeat things over and over”, “dissertation research”, and “survey purposes”, indicating a view of training as something that was not designed to meet their needs. Trainees in Group 4 received information via video and responded to Question 3 saying they thought the purpose of training was to establish consistent guidelines, provide knowledge, provide protocols, allow for team building, explain how to do job correctly, prepare learners to do the job, expose learners to the variety of situations, explain how to help residents, provide an understanding of position, support community, and explain emergency response. However, they also provided negative responses that indicated a perception that the training was meant solely to provide liability protection for the department. Quotes such as “to make sure they

[LSU] don't get sued", "protect against liability", "liability purposes" provide a sample of example responses.

Groups 5 and 6 were made up of new employees trained on the second day of training. Trainees in Group 5 received information via lecture and responded to Question 3 saying they thought the purpose of training was to explain how to do job correctly, prepare learners to do the job, explain responsibilities, explain expectations, help employees feel comfortable, establish consistent guidelines, provide knowledge, and provide protocols. Trainees in Group 6 received information via lecture and responded to Question 3 saying they thought the purpose of training was to explain how to provide understanding of position, explain how to do job correctly, establish consistent guidelines, help employees feel comfortable, explain responsibilities, and prepare learners to do the job.

4.5.2.5 Question 4. The fourth question of the pre-training motivation survey – When you imagine good training, how would you describe it? – was asked to provide guidelines for improving future training and potentially explain lack of motivation as discrepancies between expected and actual training. Groups 3 and 4, which were comprised of returning employees included both positive and negative responses in regards to their thoughts on what they would learn in training. Groups 1, 2, 5, and 6, which were made up of new employees were limited to positive responses. Although there was overlap to the responses across groups with responses such as informative and engaging, there were also themes unique to returners that introduced the ideas of an “opt-out” for employees who have demonstrated mastery and stressed the importance of role-play. Returners also provided a greater variety of responses within their groups.

Groups 1 and 2 were made up of new employees trained on the first day of training.

Trainees in Group 1 received information via lecture and responded to Question 4 saying they thought good training could be described as friendly, hands-on, engaging, not repetitive, to the point, something that instills confidence, interactive, fun, easy to learn, informative, visual, useful, unforgettable, easy to understand, enjoyable, interesting, open to questions, active, allowing the learner to leave prepared, and thorough. Trainees in Group 2 received information via video and responded to Question 4 saying they thought good training could be described as quick, to the point, detailed, efficient, organized, clear, using an experienced presenter, establishes understanding, simple, concise, in-hall, interactive, at the desk, questions answered, instills confidence, hands-on, informative, thorough, challenging, videos + take-home packets, fun, efficient, detailed, the learner understands what is taught, engaging, intentional, effective, easy to understand, and descriptive.

Groups 3 and 4 were made up of returning employees trained on the first day of training. Trainees in Group 3 received information via lecture and responded to Question 4 saying they thought good training could be described as interactive, utilizing an entertaining speaker, clear definition of job duties, great presentations, fun, new information, short but deep, not too early, organized, including an “opt out section” for people who can prove competence, quick review, creative, hands-on, concise, thorough, lots of examples, well-presented, relevant topics, detailed, powerpoints, interesting, short, not overexplained, not confusing, not repetitive, engaging, active, the learner feels comfortable at the end, self-paced, discussion, online course, roleplay to establish knowledge levels, small groups, NOT online training, straight to the point, efficient, food provided, and voluntary. However, they also provided negative responses such as “not this dry” and “no stupid games”, indicating a view of training as something that had already disappointed their expectations. Other responses included “not sure”. Trainees in Group 4

received information via video and responded to Question 4 saying they thought good training could be described as funny, honest, personal interaction, face-to-face, small setting, hands-on, interactive, efficient, clear, understandable, useful, the right amount of detail, concise, entertaining, fun, learning, straight to the point, engaging, meaningful, short, able to ask questions, increased complexity for advanced staff, returners get updates only, educational, active, small and large group activities, presentation + application, detail-oriented, worthwhile, not repetitive, staff bonding, delivered via GRD/RLC, organized, professional delivery, visual, practical, applicable, best practices, challenging, new information + short review, rewarding, detailed, absorbed by the trainee, personal, lively, easy to understand, preparing employee, instilling confidence, allowing for learning, and role-playing. However, they also provided negative responses such as “we are valuable resources and sitting through the same things over & over again is wasteful”, indicating a view of training as something that was not worth their time, as it was not something providing new or helpful information.

Groups 5 and 6 were made up of new employees trained on the second day of training. Trainees in Group 5 received information via lecture and responded to Question 4 saying they thought good training could be described as training after which you understand all responsibilities, where you are able to ask questions, informative, interactive, engaging, organized, professional, thorough, positive, insightful, supportive, interesting, hands-on, stimulating, descriptive, delivered by someone experienced, and step-by-step. Trainees in Group 6 received information via video and responded to Question 4 saying they thought good training could be described as something that prepares you for any situation, well-planned, informative, interaction, mix of learning and practice, makes you feel comfortable when you begin, concise, simple, hands-on, engaging, Q & A time, and friendly.

Within these responses, patterns emerge that help to explain the quantitative differences between new and returning employees in terms of training motivation. Although returning employees had more depth and breadth to their responses regarding their expectations for training, this same understanding of what training should entail appeared to be tied to a feeling of already knowing all that training would provide and thus seeing it as a waste of time. At the same time, new employees had positive expectations for both the content of training as well as the competence that would be achieved by attending training.

4.5.3 Focus Group

The Residential Life department regularly solicits focus group participation from RAs in order to collect opinions and insights regarding policies, initiatives, and programs, among other topics requested by staff and the RAs themselves. For the first focus group of the Fall semester, the department included questions regarding training reactions within the topics of discussion. After hearing the responses of the attendees, a request to include them in the research described here was made and granted. After the LSU IRB board approved a modification to the existing project (E#8366), consent was provided by the participants.

Thirteen RAs took part in the focus group. Participants included both 7 returning employees and 6 new employees. Within the group there were individuals who had taken part in both the video and the lecture desk training, although the focus group conversations went on to discuss departmental training in general and was not limited to just impressions of the desk training. However, the insights provided about training included concerns and suggestions that both further elucidated motivational concerns within the RA and returner populations, as well as providing guidelines for the department in terms of improving training.

The interview was conducted on September 24, 2013, in a conference room located in one of the Residential Life communities. The interview lasted approximately 2 hours and took place 6 weeks after training. There were 3 topics discussed following a brief introduction and ground rules. The recently introduced Faculty-in-Residence program was discussed for approximately 40 minutes, the RA selection process was discussed for approximately 14 minutes, and training was discussed for approximately 50 minutes. The training questions used during the interview can be found in Appendix O. The interview was transcribed, then the researcher and a second coder went through transcript and identified emergent themes and patterns of responses corresponding to these themes were coded accordingly, as summarized in Table 4.25. There were no disagreements between the raters during the coding process. However, one coder was focused on the idea of the training experience, while the other coder focused on motivational components of training, sometimes leading to themes being identified by one and not the other. However, each of these discrepancies were discussed and agreed upon by both coders to ensure consistency and completeness. The interview participants recorded in the transcript included two Interviewers (T and S), and 13 participants (P).

Table 4.25
Themes identified from transcript of focus group responses

Themes	Codes	
Motivating Aspects	Stress competence and tie training to competence Engaging Competition Stress relevance of session New stuff is good Keep things fun Remind returners that they are role-models Team building Shorter sessions	Aspects of training that motivated learning
Suggestions – Sessions	Round-Table/ Discussion Engaging Residents Serious topic interspersed with lighter topics	Suggested approaches and topics to be included in training

Table 4.25 continued

Themes	Codes	
Non-motivating Aspects	Not enough interaction Need to move around Long days Redundancy Negativity from returners Rumors about people “skipping” Missing vacation/ family time Feel like their time isn’t valued Inconsistent messages Sessions too long Sessions lack relevance No spirit Challenges feel unfair Challenges aren’t rewarded Extra stuff feels forced Extra stuff doesn’t seem to relate	Aspects of training that lessened motivation to learn
Suggestions – General	Stress accountability Need hands-on (desk) Need role-play (desk) Need review sheet (desk) Smaller groups are better Balance information and application Teamwork (not just team-building) Shorter Show how skills are useful	Suggestions to improve effectiveness of training sessions
Suggestions – In-hall	Community Specifics Explore specifics of day’s training topics More consistency More structure Hands-on opportunities “Bring your laptop” night	Suggestions to improve effectiveness of in-hall time
Suggestions – Returners	Returners should show some hands-on Returners should do some presentations Different training [for returners] Less redundancy Shouldn’t have to train on something they’ve mastered Mini-training: review & updates Have session choices Talk about personal successes	How to help returners get the most out of training

This pattern of responses suggests there are many non-motivating aspects of the current department training programs, both for the RAs and the desk position. However, the RAs were willing to provide a number of statements and suggestions for potentially promoting the motivation of trainees, such as incorporating engaging elements into training, allowing for hands-on practice of skills, and stressing the relevance of sessions. Finally, returners suggested that training that covers material that they already know comes across as remedial and expressed confusion as to why they would have to relearn information and skills for which they have already demonstrated mastery.

4.5.4 Group Interview

In a continuing effort to address Objective 5: Understanding the role of motivation in training and Objective 2: Describing the learning which resulted from training, DAs were invited to participate in a group interview to provide feedback on training.

The DAs had to be new employees because the purpose of the group interview was to ascertain how well the recently developed training program prepared them for the job. Additionally, the DA had to still be employed with the department and an equal number of DAs from both the video and lecture training groups were invited. Finally, the group interview participants had to have signed a Consent Form at training for their information to be collected and used for academic purposes.

The interview was conducted on November 13, 2013, in the Residential Life administrative offices. The interview lasted approximately 47 minutes and took place 3 months after training. Two DAs took part in the group interview (see Section 3.6.2). Both work in the same community and both were part of the video training group, somewhat limiting the generalizability of their responses. However, the attendees were open about concerns, mentioned

various positives, provided suggestions, and asked questions, allowing for a breadth and depth and information to be collected despite the small group of participants.

The questions used during the interview can be found in Appendix P. The interview was transcribed, then the researcher and a second coder went through transcript and identified emergent themes and patterns of responses corresponding to these themes were coded accordingly, as summarized in Table 4.26. There were no disagreements between the raters during the coding process. The coders did use different vocabulary in describing themes. For example, in describing the phrase “I thought we were going to do role-playing,” one coder might note the “need for experiential learning” while the other coder mentioned “disappointment with lack of role-playing.” Also, one coder was focused on the idea of the learning experience, while the other coder focused on training improvement, sometimes leading to themes being identified by one and not the other. However, each of these discrepancies were discussed and agreed upon by both coders to ensure consistency and completeness. The interview participants recorded in the transcript included one Interviewer (I), one Female DA (F), and one Male DA (M).

Table 4.26
Themes identified from transcript of group interview responses

Themes	Codes
Training Impact	Knowledge Impression of job Serious Importance of job Scope Not Confidence Changes brought on by training
Training Suggestions	On-site Tests Hands-on Role-play Experienced co-worker Review Available Community Specifics Create “value for job” Stringent Selection Elements which should be added to training

Table 4.26 continued

Themes	Codes	
View of the Job	Not hard Skill development not appreciated Don't do anything Anyone can do it	Outside perception of the DA position
Job Realities	Learn on your own Utilize resources Nervous at first Don't practice, then forget Need to be responsible Learn a lot of skills	Unexpected aspects of the job encountered day-to-day
Suggestions for Improvement	Supervisor feedback Clarity of policies Refresher courses Regular updates Sense of "team" Lead DA "Action" interview	Ways to improve the job
Positives	Supervisor support When to Work Desk grad Learn a lot Recognition	Elements of the job which are appreciated
Concerns	Accountability Ensuring off-site learning Re-training Emergencies Feedback challenges Feel bad about questions	Elements of the job that could use attention or detail; challenges

Similarly to the pre-training email survey, the DAs taking part in the group interview focused on motivational aspects of job perception, training approaches, and department culture. Specifically, the general view of the job doesn't attract highly motivated candidates for the position, an idea that could be addressed both by marketing strategies and hiring practices. The participants also claimed training itself included a sense of seriousness and accountability, while demonstrating the value of the job. Finally, the participants felt like the department does a good job of providing recognition and supportive staff after training, but that motivation could be

further improved by instilling greater confidence through practice, providing feedback, and working to build a desk “team”.

4.5.5 Behavior Observations

The final point of contact with employees in addressing Objective 2: to obtain and describe measures of learning and performance resulting from taking part in the DA training program, was a brief behavior observation of trainees. The observations were originally intended to be used to address Hypothesis 4d: Performance, such that participants taking part in lectures will have lower job performance scores compared to those in the video group. However, as discussed in Section 3.6, not enough observations were obtained. The information was not without merit, though, and while lacking the numbers for generalization purposes, the observations were used to further inform the descriptions of learning qualitatively. The observations took place from October 24 to November 14, 2013, approximately 3 months after training. The employees were observed in their communities while working regularly scheduled desk shifts. They were not anticipating an observation to be conducted.

There were originally 20 new employees observed. There were 2 per community, each had given consent for their information to be used, and there were equal numbers of employees chosen from the video and lecture groups. However, due to the fact that several of those observed later had their training information discarded due to incomplete forms, the total number of usable observations was limited to 13 employees. Of the 13 employees observed, 8 had taken part in the video training, whereas the remaining 5 had received training via lecture. Nine of the 10 residential communities were represented in the observations.

The Behavior Observation Protocol is replicated in Appendix Q. As stated in 3.4.6, the elements of the observation were developed in collaboration with the AD supervising Desk

Operations. Items including a set of 7 behavioral and knowledge objectives demonstrating efficient training in terms of employee performance were developed. The Behavior Observation Scoring Key can be found in Appendix R.

The first 2 items on the protocol were behavioral and were on the presence or absence of the behavior. For example, if the Daily Log was signed at the beginning of the shift, the employee received 1 out of 1 points for that item. He or she received 0 out of 1 points if the Daily Log had not been signed. The third item – Is laptop use appropriate? – could also have a not applicable score. In this case, no score was awarded for that particular item, as it was not possible to ascertain the participant's knowledge, and the participant would receive 0 out of 0 points. The fourth item had both a behavioral component – Was the desk left unattended at any point during the shift? – and knowledge components – What does the employee do when he/she needs to leave the desk? The item was worth a total of 3 points, but because the knowledge component was added after the observations began, 1 employee was only scored on the behavioral component. The fifth, sixth, and seventh items were each based on the employee's knowledge of proper procedures. For these items, the observer asked the employee to “walk through” the situation in question. When asked “If I were a resident that came to you and told you that I left my key in my room, what would you do to rent me a temporary key?”, the employee would discuss the key rental process from confirming the identity of the resident to replacing the rental materials upon return of the rental key, for a total of 9 possible points. In order to address the item – Does the employee know the proper procedure for addressing the presence of LSU PD? – the employee would be prompted with “If you saw the LSU PD enter the building, tell me what you would do”. Employees who replied with some variation indicating that they would offer assistance, try to get the officer to sign the Police Log, and notify a

supervisor that the police were in the community would be awarded the full 3 points possible. Finally, in order to address the item – Does the employee know the proper procedure for entering a work order into Maximo? – the observer would ask permission to come into the desk area and then request that the employee demonstrate the steps required to enter a facilities concern brought to the desk by a resident into the Maximo work order software program. The employee could be awarded a total of 11 points if he or she described the process in its entirety as it was introduced in training.

Although there were not enough observations to generalize to the desk assistant position in its entirety, again, the information gathered can still be utilized to describe learning and performance resulting from the desk training program. Scores on the observation protocol ranged from 9 out of 27 (33%) to 23 out of 29 (79%). Eight of the 13 employees smiled at and greeted anyone who came into the lobby. Ten out of 12 employees signed the Daily Log at the beginning of their shift. One desk binder was out of copies of the Daily Log, prohibiting the employee from completing the task. All employees understood the importance of never leaving the desk unattended, as exemplified by the fact that the desk was never without a staff member when approached by the observer. Employees even went so far as to create text groups in case of temporary coverage needs and create signs to indicate they would return shortly if no replacement could be found. No employees scored more than 7 out of 9 possible responses when answering about Key Rentals, with 4 providing only one-third of the response elements. Only 6 stated that they would ask for an ID as part of the key rental process. Additionally, only 1 employee scored 3 out of 3 points when asked about the proper response to the presence of LSU PD. Finally, answers provided as the employee walked through the procedure for entering a work

order ranged in scores from 2 out of 11 to 9 out of 11 possible points. Only one employee mentioned that an issue reported as an emergency required an immediate call to a supervisor.

Additionally, certain trends were suggested even within the small sample observed. Specifically, the behavior observations contribute evidence to Hypothesis 4c: Understanding the impact of delivery method on learning, by looking at the performance of employees who received information via lecture as compared with those who received information via video. Simple means suggest better performance by those who took part in video training (mean observation score = 63.75) compared with those who took part in training (mean observation score = 49.00), but again, further data should be collected before generalizing to the larger group of employees working the desk. For the most part the difference in scores appears to be determined by the greater depth of responses given to the procedural questions. For example, an employee from the lecture group responded to the key rental item saying:

While the resident fills out the Rental Agreement form, get their name/room so you can find the Key Card, and then issue them a rental key for 24 hours. When they return it, fill out the time information, see if they were called or require a lock change, and file everything back in its proper place.

earning a score of 3 out of 9 and contradicting training which explicitly stated that the desk employee is to fill out forms to ensure accuracy and legibility. Whereas an employee from the video group responded to the work order item saying:

Ask for their ID and where they live. Grab a Key Card and Rental form, fill out as much information as you have, then the resident will complete and sign the forms. Get the rental key, record the code on the Key Card. When they return the key, double-check the code. Date, initial, and fill out the bottom of the Rental form. Put the key back right away.

Similar patterns were evident in responses to the work order item. An employee from the lecture group responded saying:

Call the GRD if it's an emergency. Be sure to record the RL# in the Maintenance Log. Resident may say "clogged toilet" but you need to get more info, like "is it leaking?" to know if it's an emergency. Put in resident contact information and enter location.

earning a score of 4 out of 11. Whereas an employee from the video group responded to the work order item saying:

Click on New Work Order. Enter very specific details about issues. If it goes over 250 characters, use the Long Description (but that shouldn't happen often). Use the drilldown to select location. Work Type is usually EM for emergency in the overnight shifts. Priority is 10 for emergency, 6 for non-emergency. Enter the contact information of the resident, and save. In the Maintenance Binder, write down the name, time, date, issue, contact info, emergency?, and Work Order #.

earning a score of 9 out of 11. Both the Key Rental and Work Order lectures were accompanied by handouts with visual depictions of the appropriate forms and software screen captures, respectively, suggesting something other than the video combination of visual and auditory information as an explanation for the differing levels of knowledge mastery.

CHAPTER 5. DISCUSSION

The purpose of this study is to understand the role of learner motivation in impacting the effectiveness of online versus lecture training in a digital native sample of trainees. In order to accomplish this understanding, a new training program for the desk assistant (DA) position in the department of Residential Life at Louisiana State University (LSU) was developed and evaluated. An explanatory parallel mixed methods design was used in an attempt to more fully understand motivation as it impacts training outcomes by providing qualitative rationale suggesting clarification for quantitative results.

The following chapter is divided into three sections. The first presents a summary of the findings and conclusions drawn using a meta-inference made possible by the mixed methods approach. Study limitations are also discussed. The chapter concludes with implications for future research as well as suggested application of findings.

5.1 Summary and Conclusions

As discussed previously, the research questions guiding this study of the newly created DA training program were as follows:

1. How do learner characteristics impact training outcomes?
2. What are the differences in training outcomes for traditional lecture teaching methods compared to online video learning?
3. What role does motivation play in the effectiveness of training?
4. How do learner characteristics, delivery method, and motivation interact to influence learning outcomes?

Research objectives were also created to address these questions. These objectives were designed to direct the data collection efforts in such a way as to gather information that could

provide suggested conclusions to the research questions, thereby allowing for training program evaluation and improvement. The findings, both quantitative and qualitative, will be summarized and their suggested conclusions discussed below.

5.1.1 Meta-Inference

The parallel design utilized in the mixed methods approach for this study allowed the quantitative and qualitative strands to provide complimentary information across the length of the training process. Specifically, motivation, as it impacted learning, was captured qualitatively before, during, and after training, while learning outcomes resulting from the training program itself were gathered to quantitatively assess the effectiveness of the training. As this data was gathered, ties between quantitative findings, qualitative themes, and current research became apparent as explanation for the phenomenon under study. According to Teddlie and Tashakkori (2009, p. 286) “the most important step in any MM study is when the results (*i.e.*, findings, conclusions) from the study’s QUAL and QUAN strands are incorporated into a coherent conceptual framework that provides an effective answer to the research question.” For this process, as stated in Section 3.4.1: Key Decisions in Choosing a Mixed Methods Design, the data will be mixed at the level of interpretation. A mixed methods approach allows for the combination of methodological approaches to build off the strengths of both quantitative and qualitative strategies while minimizing the weaknesses of each. The meta-inference process integrates the two, creating an explanation beyond that which would have been feasible using a single methodological approach (Tashakkori & Teddlie, 2008). Quantitative data gathered using scales and tests will be analyzed keeping in mind the themes and patterns identified using qualitative surveys, discussions, and observations to address the research questions.

5.1.2 Learner Characteristics

Objectives 1 and 2 were used to guide the efforts to address the first research question and develop an understanding of the role of learner characteristics. Learner characteristics gathered on the trainee population included demographic information, academic information, job information, digital native scores, and their initial motivation to learn. This information was initially assessed quantitatively, using descriptives to create a snapshot of the variety within the Residential Life student staff population. Quantitative assessment continued in order to reveal potential relationships between learner characteristics and training outcomes. Any relationships that emerged were then further analyzed using both quantitative and qualitative approaches.

Analysis of demographic information showed that the trainees were fairly split along gender lines, with a slight majority identifying themselves as female. The trainees almost exclusively fell within the 18-23 range, with 1 person older than 23 and 2 individuals removed from the analysis due to being under 18. Although the majority of the participants identified their ethnicity as White, others identified themselves as Black, Latino/a, Asian, and more than one of the options provided.

Analysis of academic information showed that the participants were predominantly upperclassmen, with junior, senior, and sophomore status, respectively, selected most frequently. Only 11 of the 165 participants identified themselves as freshmen. With the exception of Veterinary Medicine, all academic colleges were represented within the trainee population. The greatest single number of trainees were enrolled in the college of Humanities & Social Sciences. When asked how many organizations outside Residential Life they were involved with, participants identified from 0 to 7 organizations, with the majority being involved with at least one, but the greatest single number being zero.

Analysis of job information showed that the participants were mostly returning employees, distributed across previous experience as an RA, DA, or both. However, the greatest single number of participants were new. Of the returning employees, the majority had been with the department for 1 year, but employees also identified with each of the other categories: less than 1 year, 2 years, and more than 2 years, representing a range of experience within the returner population. Two-thirds of the employees attending training were RAs, whereas only one-third of the employees were DAs.

After further analysis revealed relationships between learner characteristics and training outcomes, ethnicity, year in school, involvement with additional organizations job type, and job tenure were examined quantitatively to assess their impact on training outcomes. Because Hypotheses 1 and 2 also addressed the potential impact of participant motivation to learn and digital native scores on training outcomes, these variables were also analyzed further. In brief, satisfaction with training varied across ethnic categories, with participants who identified themselves as Black being most satisfied with the program. Underclassmen tended to be more motivated, more satisfied with training, and learn more than upperclassmen. Motivation levels during training showed a decrease across groups as their number of outside organizations increased. DAs were more motivated to learn than RAs, had higher motivation levels during training than RAs, had higher motivation levels at the end of training than RAs, were more satisfied with training than RAs, and learned more than RAs. New employees were more motivated to learn than were returning employees had higher motivation levels during training than returning employees, had higher motivation levels at the end of training than returning employees, were more satisfied with training than returning employees, and learned more than returning employees. Digital native scores showed no relationship with delivery method or

motivation levels during training, likely due to the consistently high scores of the training population.

Information gathered using qualitative methods offered additional explanation into the impact of learner characteristics on training outcomes. Specifically, the focus group conducted with the RAs and the group interview conducted with the DAs highlighted different perspectives on the value of training. Returning RAs described training as remedial and redundant, expressing patterns of responses that suggest training often seems like a waste of their time. Themes from the DA group interview included more positive takeaways, including a pattern of responses that suggests a predominately positive view of training and the department as a whole.

In conclusion, the trainees employed by the Residential Life department represent a spectrum of personal and academic identities. However, only the learner characteristics of year in school, job type, and job tenure predominantly influenced the potential training gains. Not surprisingly, new employees learned more than returning employees. Also, DAs learned more than RAs, possibly due to content overlap between RA and desk training. These groups also differed in terms of motivation throughout training and satisfaction with training. As new employees and DAs are more likely to be in their first couple of years of school, and returners and RAs are more likely to be approaching the end of their academic tenure, the year in school variable follows similar patterns of motivation, satisfaction, and learning. The discussions with each after training suggest that this may be due to their general perspective of training. The population included in the training program all scored exceptionally high on the digital native scale, making it impossible to tease out potential impacts of this characteristic on training outcomes.

5.1.3 Impact of Training

Objectives 3 and 4 were used to guide the efforts to address the second research question and develop an understanding of the impact of training. Training impacts were operationalized as motivation to continue, motivation to transfer, satisfaction, and learning. Participant learning was of particular interest in evaluating the effectiveness of the training. Additionally, the differences between lecture and video groups as measured by the aforementioned outcomes were important for determining future training direction.

Learning was assessed quantitatively using knowledge gains. A fill-in-the-blank test was used to examine gains in declarative knowledge that resulted from training. Correct scores, incorrect scores, and omitted scores were used to create a pre- to post-test difference score. Learning difference scores indicated that the training program was an overall success. This difference score was utilized in analyses between groups when looking at learning as a training outcome.

However, learning was also assessed qualitatively using discussion and behavior observation, so as to understand knowledge and skills gained through training that were not assessed using a declarative knowledge test. Themes from the focus group included suggestions for improving the impact of training and reinforcing the learning that takes place in training. Specifically, more interactive components such as hands-on and role-playing elements should have been incorporated to ensure mastery, as well as a greater sense of accountability. The group interview participants suggested a number of less tangible gains that resulted from training, such as a greater understanding of the scope, responsibility, and value of the job. Unlike the focus group, the group interview participants felt that the training conveyed a sense of seriousness and accountability, although these impressions might be tied to the new-found understanding of the

job received in training. Behavioral observations also provide evidence of performance and knowledge conveyed by the training in use by employees.

Quantitative findings, as explored by Hypotheses 3 and 4, support the conclusion that employees who took part in video training scored higher on measures of motivation to continue, satisfaction with training, and learning than those who received job training via lecture. Also, the difference between delivery types on motivation to transfer scores approached significance, indicating a trend of higher motivation to transfer scores for participants in the video group. Additionally, as hypothesized, video and lecture groups did not vary in their initial motivation to learn.

In conclusion, both quantitative and qualitative evidence suggests that employees learned as a result of taking part in the training program. Again, as mentioned previously, returners did not gain as much information as new employees, but this is to be expected given their previous training and experience with the job. Also, DAs showed greater learning gains than RAs, possibly due to content overlap between RA and desk training. However, qualitative perceptions of the learning that took place as a result of training imply that some employees saw multiple areas in need of improvement within the training program. At the same time, other employees, while acknowledging that training was weak in a couple of areas such as knowledge application, saw the training program as providing both knowledge and perspective about the position. Again, these differences were especially apparent across RA and DA groups as well as new and returning employee groups. Finally, video training resulted in greater knowledge gains than lecture training. This suggests that the should the department decide to pursue video training in the future, concerns about learning should be minimal.

5.1.4 Influence of Motivation

Objective 5 was used to guide the efforts to address the third research question and develop an understanding of the influence of motivation. Measures of motivation gathered from the trainee population included instruments that assessed means for motivation to learn, motivation to continue, and motivation to transfer. These scales were distributed and completed before, during, and at the conclusion of training, respectively. This information was initially assessed quantitatively, using correlations to analyze the relationship of each with learning. Qualitative investigations into learner motivation included surveys and discussion in an effort to address the third research question and more fully understand the influence of motivation.

Correlations between measures of motivation to learn, motivation to continue, and motivation to transfer were all significant. However, when correlations between the three motivation scores and learning were analyzed, the correlations were significant for returning employees only.

Information gathered using qualitative methods offered additional explanation into the influence of motivation. Qualitative information, gathered using inquiry into trainee perceptions, expectations, and reactions, suggests that motivation influences training before, during, and after the training process. Themes within qualitative findings suggested different motivations going into training and upon completion of training for these groups as well.

New DAs polled via email survey were overall positive about the position and the training, but did not express clear ideas about expectations for the job, both in terms of their responsibilities or its value to them beyond just a paycheck. Motivational influences such as perceived value for the position and concerns about the comprehensiveness of training were evident even in the few responses received.

The pre-training motivation survey provided even more evidence of differences between new and returning employees in terms of their motivation. Even a cursory glance at the response patterns for the first question – Are you looking forward to training? – indicates further evidence of greater motivation on the part of new employees as compared with returning employees. Participant responses of No outnumbered responses of Yes in the returner group, whereas the opposite pattern was apparent with groups including new employees. Returning employees also provided more Both and Unclear responses, suggesting a hesitance to be overly excited about learning via training sessions. This pattern of greater positive responses from new employees was continued across questions of general training anticipation, perceived value of training, and descriptions of quality training. At the same time, returning employees provided more responses deemed negative, expressing skepticism about the worth of training and describing it as a waste of time.

The focus group responses also provide insight into the negative responses predominant in the pre-training motivation survey data for returning employees. Of particular value in explaining the lackluster motivation levels of the returning employees were recurring statements regarding the implication that training feels like a waste of time to returners, as they perceive a lot of redundancy and repetition in training. Returners also expressed concerns that feel as though their time is not valued when they sit through sessions that they believe are poorly planned and executed.

The pattern of responses provided by DAs who took part in the group interview suggests a predominately positive view of training and the department as a whole. At the same time, the participants echoed the sentiments of the RA focus group in expressing a desire to see training include more hands-on and role-play aspects to apply the knowledge gained and boost

confidence levels at the conclusion of training. Their suggestions for impacting motivation included approaches before, during, and after training.

In conclusion, motivation impacts employee attitudes before they even begin their job. The ideas of job perception, training quality, and department culture recur throughout the qualitative data. They suggest explanations for quantitative findings regarding the relationships between motivation and learning, as well as offering guidelines to the department for improving the learning and motivation of employees working the residential hall desks.

5.1.5 Process of Learning

Meta-inference was used to guide the efforts to address the final research question and develop an understanding of the learning process as it occurred for student staff taking part in the training program. Learner characteristics, training outcomes, and motivation were each assessed using quantitative and qualitative methodologies in order to explain their complex impact on the effectiveness of training approaches in the LSU Residential Life department.

Quantitative results revealed that although motivation was similar across delivery types, overall learning was better for video. However, motivation was influenced by both job type and job tenure, such that training outcomes differed for RAs as opposed to DAs, as well as new and returning employees. Motivation, in turn, was correlated to learning, but only for returning employees, such that returners who entered training motivated and open to learning, seeing value in the training process, did experience knowledge gains.

Information gathered using qualitative methods offered additional explanation into the process of learning. In addition to data provided by the quantitative strand of research, the impact of motivation of training effectiveness was further explained by the qualitative information gathered from participants. Motivation – before, during, and after training – seems to be tied to

experience status more than delivery. Motivation influences training effectiveness, but elements outside of training influence motivation, especially learner characteristics, with new employees having a more positive outlook towards the position and the training process.

These findings suggest that a variety of motivational interventions may be required to ensure optimal training effectiveness across all groups of trainees.

5.2 Limitations and Concerns

The primary concern for generalizing the results of this study is the artificiality of the training settings. The approach to training as described in this study will be different from future training, because of the focus on evaluating effectiveness which required as comparable of a manipulation as was feasible. However, in the future, as long as the department is satisfied that the online training is not significantly worse than the traditional approach, the videos will be distributed to employees prior to their official training to be watched on their own time.

Although the hands-on, role-playing, and group discussion elements that were meant to be introduced during the second half of the training day will be in place in the future, the online aspect will be different. There may be generalizability concerns moving online training from a more social, classroom-based setting to an individual environment. Also, the department may want to consider taking additional steps to ensure motivation and engagement in this alternate setting as well as collecting performance measures to ensure similar learning outcomes. Finally, as stated by both the focus group and group interview participants, accountability could be a greater concern when the responsibility for viewing the videos lies solely on the employee.

The training setting itself had a number of additional concerns, although these are likely to be mitigated in the future with training videos being used exclusively. First of all, although visuals were included with lecture, it was still primarily an auditory presentation whereas video

utilized both visual and auditory delivery. Additionally, the lecture component of training utilized a male voice whereas all of the videos were recorded using a female voice, creating a possibly threat to internal validity. However, due to the fact that both presenters were practiced speakers, familiar with the material, and made efforts to keep delivery tone, cadence, and timing similar, differences due to speakers should have been minimal. Also, as mentioned previously in section 3.4.2: Training Day, the training schedule presented a concern for internal validity in that knowledge gains may have been attributable to training received as part of preparation for employment in the RA position for approximately half of the trainees. Communication with the RA training team was used in an attempt to minimize content overlap. In combination with the steps mentioned in Section 2.5.3, validity threats were addressed to the extent possible in this setting.

Another limitation of the study is a result of the nature of the participants who volunteered to take part in the focus group and group interview sessions. The employees who took part in the discussions used to provide qualitative data regarding motivation may have exclusively represented the most motivated trainees. It would have been preferable to include individuals who were not particularly motivated to attend training, learn from training, or apply training in addition to those who had a positive outlook and experience with training. However, it is hoped that the rapport developed between the interviewer and participants, as well as the depth and honesty of responses provided by the participants allowed for insights into non-motivating aspects of the training experience, as well as areas in need of improvement, even given the sample used.

Finally, a scale that measured motivation longitudinally and could be implemented to allow for repeated measures analysis would have been ideal for this study. Unfortunately such a

scale was not available, requiring instead the use of 3 different scales, inspired by research in the areas of psychology, education, and training, as discussed in Chapter 2. Figure 5.1 illustrates

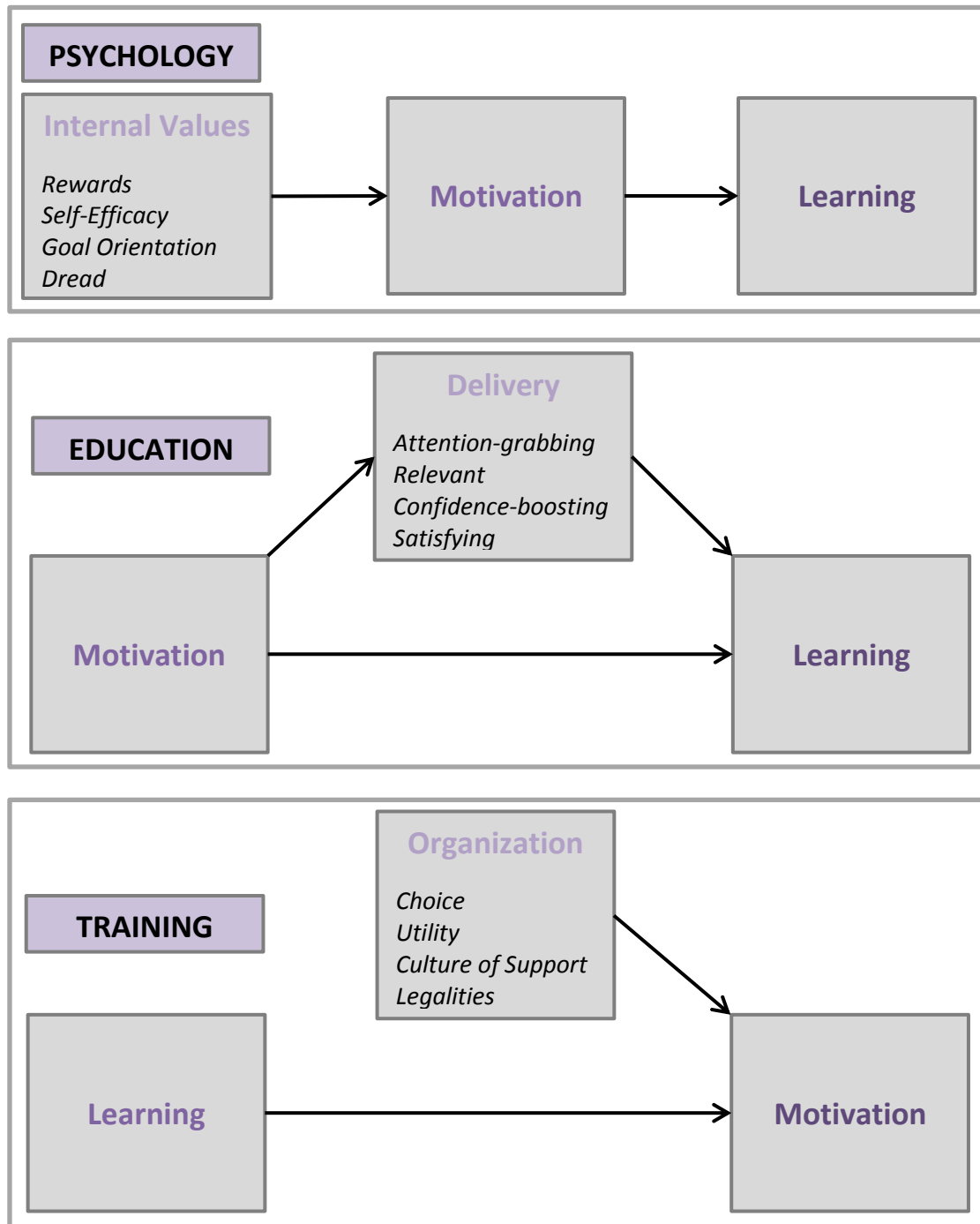


Figure 5.1. Theoretical relationships between learning and motivation as discussed in the fields of psychology, education and training

these differing conceptualizations of the relationship between motivation and learning. Although information gathered from the focus group and group interview provided more insight into reasons for motivation differences, conclusions drawn about motivational trends across training are limited due to the fact that the differences observed could be attributable to the use of scales assessing aspects of motivation unique to their temporal relationship with training. It could be argued that this approach has some face validity and was not inappropriate given that motivation itself can be described as being impacted by different elements depending on the stage of the training or learning process. However, this conceptualization of motivation is not unique to this project. Beier and Kanfer (2010) also propose a metamodel of training motivation, separated into elements of motivation impacting training effectiveness before, during, and after the learning experience. Additionally, the factor analysis results (see Section 4.4.5) indicate that motivation, as measured here, is a distinct construct at 3 points in time. Future researchers may want to consider constructing a valid instrument that is designed to track motivation or an instrument with subscales particular to motivation as it changes across a learning experience. Or, given that motivation appears to be different as suggested by the findings of this study, future researchers may take a similar approach but are cautioned to examine the scale items to ensure compatibility with the population of interest.

5.3 Implications

The research and findings discussed here have potential implications within and beyond the department. Potential future research directions suggested below could lead to improved training, greater understanding of the variables of interest in this study, or both. Additionally, a number of applications inspired by the psychological, educational, and training theories

discussed in Chapter 2, as well as the contributions of LSU student staff participants are suggested for future use in this and other residential life departments.

5.3.1 Future Research

The sixth and final objective of this study was to identify opportunities for future research. Several of the limitations and unforeseen circumstances lend themselves to opportunities to explore the results of this study, either by extending the current evaluation tools, improving the rigor, or manipulating variables of interest.

In terms of extending the current evaluation tools, future research should incorporate more behavior observations, with the protocol scores used as measurable outcomes. The researcher would likely need to control for opportunity to practice implementing training, keeping in mind that some employees work night shifts that may not allow for regular performance of some trained skills or application of knowledge. In theory, the employees should still possess and be able to articulate said skills and knowledge, but the researcher may still need to consider day and night shifts as different groups.

Also, the performance evaluation that was originally intended as a quantitative measure should be incorporated regularly as a tool for assessing training effectiveness in the future. Not only do performance evaluations provide information to the employee regarding strengths and weaknesses of his or her job abilities, but performance evaluations guide improvements to the training program by highlighting trends in employee strengths and weaknesses. The performance evaluations could also provide valuable information to the department about patterns of behavior resulting from different training approaches, different supervisory styles, and different community needs.

Another level of assessing training effectiveness suggested by Kirkpatrick (1959, 1996) is that of the organization level. Although not utilized in this particular study, several organization-level outcomes might be of interest in future studies of training for the department of Residential Life. Specifically, turnover trends, elements of the progressive discipline process, and employee satisfaction could all be tracked to provide additional information regarding the effectiveness of the training program.

Considerations that might improve the rigor of the study might include better design of instruments, better communication between stakeholders regarding the training logistics, and heavier recruiting strategies for DA focus groups. If these steps are taken in future research endeavors, more data should be retained for analysis purposes, elements of training that were intended to be reinforced within the communities should take place appropriately, and the motivation of DAs can be understood as it represents a greater degree of the population.

Finally, manipulating variables of interest might provide insights into creating an optimal training program given what was learned in this study regarding the impact of learner characteristics on training effectiveness. Specifically, research conducted on motivation interventions as their introduction impacts motivation to learn might reveal strategies for increasing learning by increasing initial motivation levels. Additionally, because the population of interest in this study scored so high on the digital native scale, the training team might consider conducting research on whether implementing more elements favorable to a digital native population increases training learning and satisfaction.

5.3.2 Applications

Finally, this study, coupled with previous research and findings regarding motivation, allow for a rich set of suggestions that would allow the department of Residential Life to enact a

variety of motivation interventions that would allow for improvements to training in the future.

Table 5.1 was created to guide the efforts of Residential Life in introducing motivational elements to their training programs. Although much of this list may be easier to introduce to their face-to-face training initially, there is no reason why these elements cannot also be incorporated into a training program that relies heavily on video training.

Within Table 5.1, motivational concepts that were discussed in Chapters 1 and 2 as guiding the theoretical framework of this study are split into 3 sections: psychology, education, and training. Each section is divided into 4 subsections, representing research findings that have established ties between particular concepts and motivation. Under each subsection, in addition to a research-supported motivational concept, there is a suggested tactic or tip to be used for motivation intervention, a quote from student staff gathered during the qualitative data collection phases of this study showing the relevance of the concept to Residential Life training, and a list of previous research findings that provide support for the intervention. For example, under the section comprised of motivational elements discussed in education literature, the subsections are tied to Keller's (1984) ARCS model of instructional design. The ARCS model as it relates to learner motivation was discussed in Chapter 2 and utilized in the development of the scale measuring motivation to continue administered during training. The components of the ARCS model – attention-grabbing, relevant, confidence-boosting, and satisfying (Keller, 1984) – were each used to create a suggested change to or reinforce the importance of an element of training. Quotes from the focus group and group interview that highlighted the need as seen by the student staff were provided. For example, to support the education concept of *relevance*, a quote taken from the RA focus group states “Felt some lectures went over things dealing with things that did not have anything to do with being an RA”, reinforcing the provided suggestion of Speakers

Table 5.1

Relevant concepts of motivation and suggested interventions as supported by qualitative findings and existing research

Motivational Concept	Suggested Motivation Intervention	Qualitative Support	Research Support
Psychology			
Rewards	<ul style="list-style-type: none"> • Incorporate regular anecdotal reminders of intrinsic motivation • Extrinsic rewards should be minimized 	"I have an 80 hour work week that I am not allowed to get paid for"	Malone & Lepper (1987); Myers (2005)
Self-Efficacy	Reiterate that training prepares the learner to perform the job	"This is my first job and I want to make sure that I do everything perfectly"	Chen et al. (2000); Ford et al. (1997); Mathieu et al. (1992)
Goal Orientation	Treat mistakes as learning experiences	"I like learning new things"	Dweck (1986, 1989); Klein et al. (2000)
Dread	Share "worst-case" scenarios when appropriate	"Old videos seemed really serious"	Burke, Salvador, Smith-Crowe, Chan-Serafin, Smith, & Sonesh (2011)
Education – ARCS			
Attention-grabbing	<ul style="list-style-type: none"> • Share facts or statistics justifying content • Incorporate peer teaching 	"If I knew we would be learning only new material, I would be more excited"	Burke & Moore (2003); Malone & Lepper (1987)
Relevant	Speakers should include explanation of how content can be incorporated into learner's job	"Felt some lectures went over things dealing with things that did not have anything to do with being an RA"	Artino (2008); Burke & Moore (2003)
Confidence-boosting	Learning should include hands-on and role-playing activity to allow for demonstration of mastery	"At the end, you should feel comfortable w/ the material"	Burke & Moore (2003)
Satisfying	Speakers should include explanation of personal expertise or competence regarding content	"Some sessions were like we were just talking so you can tell us about your job. We want to know what to do with our job"	Artino (2008); Burke & Moore (2003); Mathieu et al. (1992)
Training			
Choice	Create different training "tracks" for basic, returner, and advanced learning options	"Where it's voluntary to come if you feel like you don't know/remember"	Baldwin, Magjuka, & Loher (1991); Malone & Lepper (1987)

Table 5.1 continued

Motivational Concept	Suggested Motivation Intervention	Qualitative Support	Research Support
Utility	Stress the transferability of student staff skills outside Res Life jobs	“Show returners how to market RA skills at the beginning”	Dubois & Long (2012); Mathieu et al. (1992); Vroom (1964)
Culture of Support	Knowledge, skills, and abilities acquired in training should be reinforced on the job	“Do training in the morning then going over it in in-halls”	Holton et al. (2000); Tharenou (2001)
Accountability	Create a consistent set of performance expectations with accompanying accountability process	“[Training] was saying ‘you got responsibilities’... it’s your job, and if you do wrong, they’re going to point you out”	Herzberg (1987)

should include explanation of how content can be incorporated into learner's job. This suggestion and quote are then followed by references to work by Artino (2008), who found task value to be a significant predictor of satisfaction with a training course, and Burke and Moore (2003), who found discussed the challenges of creating relevance in organizational behavior courses so as to retain student engagement. Each concept introduced follows a similar pattern of suggestion, quote, and relevant research.

Because the hypothesized interaction between motivation and training delivery favors online videos over traditional lecture, this has implications for the training delivered in the future. In addition to being utilized as training tools, as mentioned in Table 5.1, videos can also be used as a motivation intervention. Although emotional appeals may not necessarily be the most effective approach, videos creating a sense of loyalty, pride, and excitement are economically feasible and technologically viable. Such videos could be distributed before other topics are sent out in an attempt to make training seem less tedious. Clips of other employees speaking about the benefits of training in terms of confidence-building could be included. Benefits of the job should be stressed at selection in such a way that job perceptions are positively impacted. For example, if the acquired skills are portrayed as preparing employees for future jobs leading to economic or promotion benefits, trainees may be more motivated to learn. The department should find data collected from the qualitative measures helpful in deciding the most viable and effective motivation interventions for elements of training. Additionally, the department needs to consider issues of accountability and in-person application of the knowledge gained through videos in order to ensure mastery.

It is clear that the LSU Residential Life department values training and strives to improve it. It is also clear that there is still much work to be done. Although this study could be perceived

as a green light by the department to incorporate video training due to results showing that not only were final motivation and satisfaction equivalent across groups regardless of delivery method, learning and motivation during training were higher for video training. However, the study also highlights the need for trainee motivation to be more intentionally addressed by department. Both quantitative and qualitative data collected in this study, as well as previous research, reveal a clear link between motivation and training effectiveness. Of particular concern is the motivation of returning employees, as their ability to benefit from training is suggested by this research to be even more closely related to their motivation. Input from the students, as well as previous research, were used to create a list of potential interventions that could be utilized in order to apply the findings to improving training.

REFERENCES

- Altheide, D., Coyle, M., DeVriese, K., & Schneider, C. (2008). Emergent qualitative document analysis. In S.N. Hesse-Biber & P. Leavy (Eds.), *Handbook of emergent methods*, (pp. 127-154). United States: Guilford Press.
- Arthur, W., Bennett, W., Edens, P. S., & Bell, B. S. (2003). Effectiveness of training in organizations: A meta-analysis of design and evaluation features. *Journal of Applied Psychology*, 88, pp. 234-245.
- Artino, A. R. (2008). Motivational beliefs and perceptions of instructional quality: Predicting satisfaction with online training. *Journal of Computer Assisted Learning*, 24, 260-270.
- Baldwin, T. T., Ford, J. K., & Blume, B. D. (2009). Transfer of training 1988-2008: An updated review and agenda for future research. In G.P. Hodgkinson and J.K. Ford (Eds.), *International Review of Industrial and Organizational Psychology*, 24, (pp. 41-70). New York: Wiley.
- Baldwin, T. T., Magjuka, R. J. & Loher, B. T. (1991). The perils of participation: Effects of choice of training on trainee motivation and learning. *Personnel Psychology*, 44, 51–65.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman.
- Barak, M., Lipson, A., & Lerman, S. (2006) Wireless laptops as means for promoting active learning in large lecture halls. *Journal of Research on Technology in Education*, 38, 245-263.
- Beier, M. E., & Kanfer, R. (2010). Motivation in training and development: A phase perspective. In S. W. J. Kozlowski and E. Salas (Eds.), *Learning, training, and development in organizations*, (pp. 65-98). New York: Taylor & Francis Group.
- Bell, B. S., & Kozlowski, S. W. J. (2002). Adaptive guidance: Enhancing self-regulation, knowledge, and performance in technology-based training. *Personnel Psychology*, 55, 267-306.
- Bennett, S. (2012). Digital natives. In Z. Yan (Eds.), *Encyclopedia of cyber behavior: Volume 1*, (pp. 212-219). United States: IGI Global.
- Bennett, S., Maton, K., & Kervin, L. (2008). The ‘digital natives’ debate: A critical review of the evidence. *British Journal of Educational Technology*, 39, 775-786.
- Branson, R. K., Rayner, G. T., Cox, J. L., Furman, J. P., & King, F. J. (1975). *Interservice procedures for instructional systems development. Executive summary and model*. Tallahassee, Florida: Florida State University. Center for Educational Technology.
- Broad, M. L. (2005). *Beyond transfer of training: Engaging systems to improve performance*. San Francisco: Pfeiffer.

- Browne, L., Mehra, S. Rattan, R., & Thomas, G. (2004). Comparing lecture and e-learning as pedagogies for new and experienced professionals in dentistry. *British Dental Journal*, 197, 95-97.
- Burke, L. A., & Moore, J. E. (2003). A perennial dilemma in OB education: Engaging the traditional student. *Academy of Management Learning & Education*, 2, 37-52.
- Burke, M. J., Salvador, R. O., Smith-Crowe, K., Chan-Serafin, K., Smith, A., & Sonesh, S. (2011). The dread factor: How hazards and safety training influence learning and performance. *Journal of Applied Psychology*, 96, 46–70.
- Campbell, J.P. (1971). Personnel training and development. *Annual Review of Psychology*, 22, 565-602.
- Cannon-Bowers, J.A., Salas, E., Tannenbaum, S., & Mathieu, J. (1995). Toward theoretically based principles of training effectiveness: A model and initial empirical investigation. *Military Psychology*, 7, 141–164.
- Chen, G., Gully, S. M., Whiteman, J.-A., & Kilcullen, R. N. (2000). Examination of relationships among trait-like individual differences, state-like individual differences, and learning performance. *Journal of Applied Psychology*, 85, 835-847.
- Chillarege, K., Nordstrom, C., & Williams, K. (2003). Learning from our mistakes: Error management training for mature learners. *Journal of Business and Psychology*, 17, 369-385.
- Clark, C. S., Dobbins, G. H., & Ladd, R. T. (1993). Exploratory field study of training motivation. *Group & Organization Management*, 18, 292-307.
- Colquitt, J. A., LePine, J. A., & Noe, R. A. (2000). Toward an integrative theory of training motivation: A meta-analytic path analysis of 20 years of research. *Journal of Applied Psychology*, 85, 678-707.
- Cooper, M. M. (1995). Cooperative learning: An approach for large enrollment courses. *Journal of Chemical Education*, 72, 162-164.
- Daniel, D. B. (2012). Promising principles: Translating the science of learning to educational practice. *Journal of Applied Research in Memory and Cognition*, 1, 251-253.
- Denzin, N.K. (1978). *The research act: A theoretical introduction to sociological method* (2nd ed.). New York: McGraw Hill.
- DeRouin, R. E., Fritzsche, B. A., & Salas, E. (2004). Optimizing e-learning: Research-based guidelines for learner-controlled training. *Human Resource Management*, 43, 147-162.
- Dubois, C., & Long, L. (2012). Improving the design of workplace e-learning research. *International Journal on E-Learning*, 11, 73-94.

- Dweck, C. S. (1986). Motivational processes affecting learning. *American Psychologist*, 41, 1040-1048.
- Dweck, C. S. (1989). Motivation. In A. Lesgold & R. Glaser (Eds.), *Foundations for a psychology of education*. Hillsdale, NJ: Erlbaum.
- Fielding, N. (2010). Mixed methods in the real world. *International Journal of Social Research Methodology*, 13, 127-138.
- Ford, J. K., Kozlowski, S. W. J., Kraiger, K., Salas, E., & Teachout, M. (Eds.) (1997). *Improving training effectiveness in work organizations*. Mahway, NJ: Erlbaum.
- Furjanic, S. W., & Trotman, L. A. (2000). *Turning training into learning: How to design and deliver programs that get results*. New York: AMACOM.
- Gegenfurtner, A., Festner, D., Gallenberger, W., Lehtinen, E., & Gruber, H. (2009). Predicting autonomous and controlled motivation to transfer training. *International Journal of Training and Development*, 13, 124-138.
- Gegenfurtner, A., Veermans, K., Festner, D., & Gruber, H. (2009). Motivation to transfer training: An integrative literature review. *Human Resource Development Review*, 8, 403-423.
- Glass, A. (2007). Understanding generational differences for competitive success. *Industrial and Commercial Training*, 39, 98-103.
- Gupta, S., & Bostrom, R.P. (2009). Technology-mediated learning: A comprehensive theoretical model. *Journal of the Association for Information Systems*, 10, 686-714.
- Herzberg, F. I. (1987). One more time: How do you motivate employees? *Harvard Business Review*, 65, 109-120.
- Holton, E. F., Bates, R. A., & Ruona, W. E. A. (2000). Development of a generalized learning transfer system inventory. *Human Resource Development Quarterly*, 11, 333-360.
- Hu, P. J.-H., & Hui, W. (2012). Examining the role of learning engagement in technology-mediated learning and its effects on learning effectiveness and satisfaction. *Decision Support Systems*, 53, 782-792.
- Hwang, S. Y., & Kim, M. J. (2006). A comparison of problem-based learning and lecture-based learning in an adult health nursing course. *Nurse Education Today*, 26, 315-321.
- Kanfer, R. (1991). Motivation theory and industrial and organizational psychology. In M. D. Dunnette & L. M. Hough (Eds.), *Handbook of industrial and organizational psychology*, 1, 76-170. Palo Alto, CA: Consulting Psychologists Press.

- Keller, J. M. (1984). The use of the ARCS model of motivation in teacher training. In K.E. Shaw (Ed.), *Aspects of educational technology volume XVII: Staff development and career updating*. London: Kogan Page.
- Keller, J. M., & Suzuki, K. (2004). Learner motivation and e-learning design: A multinationally validated process. *Journal of Educational Media*, 29, 229-239.
- Kirkman, B. L., Rosen, B., Tesluk, P. E., & Gibson, C. B. (2006). Enhancing the transfer of computer-assisted training proficiency in geographically distributed teams. *Journal of Applied Psychology*, 91, 706-716.
- Kirkpatrick, D. L. (1959). Techniques for evaluating training programs. *Journal of the American Society of Training Directors*, 13, 3-26.
- Kirkpatrick, D. L. (1996). Great ideas revisited: Revisiting Kirkpatrick's Four-Level Model. *Training & Development*, 50, 54-59.
- Klein, H. J., Noe, R. A., & Wang, C. (2006). Motivation to learn and course outcomes: the impact of delivery mode, learning goal orientation, and perceived barriers and enablers. *Personnel Psychology*, 59, 665-702.
- Kraiger, K., Ford, J. K., & Salas, E. (1993). Application of cognitive, skill-based, and affective, theories of learning outcomes to new methods of training evaluation. *Journal of Applied Psychology*, 78, 311-328.
- Kulik, C. C., & Kulik, J. A. (1991). Effectiveness of computer-based instruction: An updated analysis. *Computers in Human Behavior*, 7, 75-94.
- Lewin, K. (1946) Action research and minority problems. *Journal of Social Issues* 2, 34-46.
- Ludlow, L. H., & O'Leary, M. (1999). Scoring omitted and not-reached items: Practical data analysis implications. *Educational and Psychological Measurement*, 59, 615-630.
- Malone, T. W. & Lepper, M. R. (1987). Making learning fun: A taxonomy of intrinsic motivations for learning. In R. E. Snow & M. J. Farr (Eds.), *Aptitude, learning, and instruction: III. Cognitive and affective process analysis* (pp. 223-253). Hillsdale, NJ: Erlbaum.
- Mathieu, J. E., Tannenbaum, S. I., & Salas, E. (1992). Influences of individual and situational characteristics on measures of training effectiveness. *Academy of Management Journal*, 35, 828-847.
- Mayer, R. E., Stull, A., DeLeeuw, K., Almeroth K., Bimber, B., Chun, D., ... & Zhang, H. (2009). Clickers in college classrooms: Fostering learning with questioning methods in large lecture classes. *Contemporary Educational Psychology*, 34, 51-57.

- Maurer, T. J., Weiss, E. M., & Barbeite, F. G. (2003). A model of involvement in work-related learning and development activity: The effects of individual, situational, motivational, and age variables. *Journal of Applied Psychology*, 88, 707-724.
- McEnrue, M. P. (1989). Self-development as a career management strategy. *Journal of Vocational Behavior*, 34, 57-68.
- Molenda, M. (2003). In search of the elusive ADDIE model. *Performance Improvement*, 42, 34-37.
- Morgan, R. B., & Casper, W. J. (2000). Examining the factor structure of participant reactions to training: A multidimensional approach. *Human Resource Development Quarterly*, 11, 301-317.
- Muilenburg, L. Y., & Berge, Z. L. (2005). Student barriers to online learning: A factor analytic study. *Distance Education*, 26, 29-48.
- Myers, D. (2005). *Exploring psychology, Sixth edition in modules*. New York: Worth Publishers.
- Nguyen, T.N., Truong, Q., & Buyens, D. (2010). The relationship between training and firm performance: A literature review. *Research & Practice in Human Resource Management*. 18, 36-45.
- Noe, R. A. (1986). Trainees' attributes and attitudes: Neglected influences on training effectiveness. *Academy of Management Review*, 11, 736-749.
- Noe, R. A., & Schmitt, N. (1986). The influence of trainee attitudes on training effectiveness: Test of a model. *Personnel Psychology*, 39, 497-523.
- Patrick, J., Smy, V., Tombs, M., & Shelton, K. (2012). Being in one's chosen job determines pre-training attitudes and training outcomes. *Journal of Occupational and Organizational Psychology*, 85, 245-257.
- Patton, M. Q. (2008). *Utilization-Focused Evaluation*. Thousand Oaks: Sage.
- Phan, H. P. (2011). Interrelations between self-efficacy and learning approaches: A developmental approach. *Educational Psychology: An International Journal of Experimental Educational Psychology*, 31, 225-246.
- Poon, L. W. (1985). Differences in human memory with aging: Nature, causes, and clinical implication. In J.E. Birren & K.W. Schaie (Eds.), *Handbook of the psychology of aging* (pp. 427-455). New York: Van Nostrand Reinhold.
- Prensky, M. (2001). Digital natives, digital immigrants. Part 1, *On the Horizon*, 9, 1-6.
- Rawson, K. A., O'Neil, R., & Dunlosky, J. (2011). Accurate monitoring leads to effective control and greater learning of patient education materials. *Journal of Experimental Psychology: Applied*, 17, 288-302.

- Roediger, H. L., & Pyc, M. A. (2012). Inexpensive techniques to improve education: Applying cognitive psychology to enhance educational practice. *Journal of Applied Research in Memory and Cognition*, 1, 242-248.
- Rummler, G. A., & Brache, A. P. (1992). Transforming organizations through human performance technology. In H. D. Stolovitch & E. L. Keeps (Eds.), *Handbook of human performance technology* (pp. 32-49). San Francisco: Jossey-Bass.
- Salas, E., Tannenbaum, S. I., Kraiger, K., & Smith-Jentsch, K. A. (2012). The science of training and development in organizations: What matters in practice. *Psychological Science in the Public Interest*, 13, 74-101.
- Saldaña, J. (2009). *The coding manual for qualitative researchers*. Thousand Oaks: Sage.
- Selwyn, N. (2009). The digital native: Myth and reality. *Aslib Proceedings: New Information Perspectives*, 61, 364-379.
- Shaw, S., & Fairhurst, D. (2008). Engaging a new generation of graduates. *Education + Training*, 50, 366-378.
- Simmering, M. J., Posey, C., & Piccoli, G. (2009). Computer self-efficacy and motivation to learn in a self-directed online course. *Decision Sciences Journal of Innovative Education*, 7, 99-121.
- Sitzmann, T., Brown, K. G., Casper, W. J., Ely, K., & Zimmerman, R. (2008). A review and meta-analysis of the nomological network of trainee reactions. *Journal of Applied Psychology*, 93, 280-295.
- Sitzmann, T., Kraiger, K., Stewart, D., & Wisher, R. (2006). The comparative effectiveness of web-based and classroom instruction: A meta-analysis. *Personnel Psychology*, 59, 623-664.
- Sterns, H. L., & Doverspike, D. (1989). Aging and the training and learning process. In I. Goldstein (Ed.), *Training and Development in Organizations* (pp. 299-332). San Francisco: Jossey-Bass.
- Strother, J.B. (2002). An assessment of the effectiveness of e-learning in corporate training programs. *The International Review of Research in Open and Distance Learning*, 3. Retrieved from <http://www.irrodl.org/index.php/irrodl/article/view/83/160>
- Tannenbaum, S. I., & Yukl, G. (1992). Training and development in work organizations. *Annual Review of Psychology*, 43, 399-441.
- Tashakkori, A., & Teddlie, C. (2008). Quality of inferences in mixed methods research. In Bergman, M. (Ed.) *Advances in mixed methods research: Theories and applications*. London, UK: Sage.

- Teddlie, C., & Tashakkori, A. (2009). *Foundations of mixed methods research: Integrating quantitative and qualitative approaches in the social and behavioral sciences*. United States: Sage Publications.
- Teo, T. (2013). An initial development and validation of a Digital Natives Assessment Scale (DNAS). *Computers & Education*, 67, 51–57.
- Terenzini, P. T., Cabrera, A. F., Colbeck, C. L., Parente, J. M., & Bjorklund, S. A. (2001). Collaborative learning vs. Lecture/discussion: Students' reported learning gains. *Journal of Engineering Education*, 90, 123–130.
- Tharenou, P. (2001). The relationship of training motivation to participation in training and development. *Journal of Occupational and Organizational Psychology*, 74, 599-621.
- Tharenou, P., Saks, A. M., & Moore, C. (2007) A review and critique of research on training and organizational-level outcomes. *Human Resource Management Review*, 17, 251-273.
- Vroom, V. H. (1964). *Work and Motivation*. New York: McGraw Hill.
- Waight, C., & Stewart, B. (2009). Exploring corporate e-learning research: What are the opportunities? *Impact: Journal of Applied Research in Workplace E-learning*, 1, 68-79.
- Weissbein, D. A., Huang, J. L., Ford, J. K., & Schmidt, A. M. (2011). Influencing learning states to enhance trainee motivation and improve training transfer. *Journal of Business Psychology*, 26, 423-435.
- Williams, T. C., & Zahed, H. (1996). Computer-based training versus traditional lecture: Effect on learning and retention. *Journal of Business and Psychology*, 11, 297-810.
- Zvacek, S. M. (1991). Effective affective design. *TechTrends*, 36, 40-43.

APPENDIX A: TRAINING TOPICS AND DELIVERY METHODS

Desk Training

Online/Video (department-wide)	Face-to-Face (community specific)	Hands-On (department-wide)
<ul style="list-style-type: none"> • Position Description • General Expectations • Overview of Desk Policies • Customer Service, esp. TONE <ul style="list-style-type: none"> ◦ <i>Parents</i> • FERPA/Buckley Hold • Overview of Desk Forms • Resources • Introduction to <i>Living on Campus</i> Handbook • Who To Call & When <ul style="list-style-type: none"> ◦ Office Supplies ◦ If next shift no-show's • Accountability Process • Key Policy • Swipe Access Systems • LSU PD Protocol • Emergency Response OVERVIEW <ul style="list-style-type: none"> ◦ Call Up ◦ Don't Get Involved ◦ Observations • MAXIMO Tutorial • Timesheets & Shift Exchanges <ul style="list-style-type: none"> ▪ View Schedule ▪ Shift Change ▪ Request Off • Training Authorizations/Forms 	<ul style="list-style-type: none"> • Unique responsibilities for each hall • Desk Layout <ul style="list-style-type: none"> ◦ Where to find things ◦ Where to put things • On-call information • Important numbers and resources • Quiet Hours • Alcohol Policies • 24-hour desks vs WCA/ECA • Using the Community website • Emergencies IN YOUR COMMUNITY <ul style="list-style-type: none"> ◦ Location of supplies • Scenarios/Grey Areas (Situation+Discussion) <ul style="list-style-type: none"> ◦ Concerned parent ◦ Angry resident ◦ Drunk resident ◦ Smell marijuana 	<ul style="list-style-type: none"> • Key Policies • Key Rentals <ul style="list-style-type: none"> ◦ Key Rental Agreement ◦ Persona • Check-in procedures <ul style="list-style-type: none"> ◦ RICR's ◦ Key Cards • Check-out procedures • MAXIMO (work orders) • Incident Reports - Kara • <i>When to Work</i> • Accepting Deliveries • Desk role-playing <ul style="list-style-type: none"> ◦ Greeting residents ◦ Phone etiquette ◦ Facilities complaint ◦ Fire alarm

Benefits of Position: Administrative Skills, Critical Thinking, Customer Service, Safety, Leadership

APPENDIX B: FIRST OBSERVATION OF TRAINING: FIELD NOTES

Training Context: Lobby for Laville Honors Hall, residential community at Louisiana State University

Job Title: Desk Assistant

Date: Saturday, January 19, 2013

Time: I arrived at approximately 9:45pm. The trainee arrived at approximately 9:50pm. The trainer arrived at approximately 10:10pm.

I arrived in the Laville lobby about 15 minutes prior to the time when training was scheduled to begin. I introduced myself to the employee who was working the desk at the time, informed her that I was there to observe training for the employee who would be coming to relieve her, and then went and sat nearby to wait.

The newly hired employee arrived approximately five minutes later, also introduced himself to the employee currently working, and the two of them proceeded to chat until the trainer arrived. The conversation became an almost informal introduction to the position, so I tried to take notes on what she told him, even though it was not part of the official training. She described the job as “pretty easy”, let him know that he is likely to spend a lot of time “watching Hulu and doing homework”, told him that he will get to “help people”, and said that it was “usually not too busy.” She also mentioned that the main things he’d need to know about were temporary keys, MAXIMO [the system for placing repair requests with the Facilities Department], contacting the Resident Assistant (RA) on-call for help, learning the computer, Persona [the system which allows for the use of electronic key access for that building], and the Daily Log, where each DA indicates his or her worked shifts and any out-of-the-ordinary occurrences. They initially discussed their respective involvement in Student Council organizations. They also realized the fact that they had both applied to work the RA position for the Fall semester and were motivated to apply for the DA position in hopes that it would give them experience which would increase their chances for being hired as RAs.

At this point the current employee's shift was finished, but because the trainer had not yet arrived, she was not comfortable leaving the new employee at the desk by himself with no training. She invited him to come behind the desk so she could tell him a few more things. Again, even though this was informal instruction from a co-worker, I tried to note what she told him about the job. She began by telling him that you "learn a lot on your own" and said that "there's a lot of paperwork, but it's easy". She pointed out there is a Log of Rounds completed by the RA on-call and showed him where the forms were for Key Cards. She mentioned that you "feel important behind the desk" and warned him that "it's a little busier on nights when people go out". She brought up the Daily Log again, this time showing him some examples of what other people filled out, mentioning that sometimes people put in "silly stuff" (i.e., survived zombie attack) but that the supervisors were ok with that because if it was entertaining, people were more likely to look through it and catch the important things as well. She told him that there was a community website with "everything you need to know" and let him know that, as an LSU employee, he'd have to take an online Ethics Training course. She wrapped up by saying it's a "fun job... random people will talk to you" and mentioning that there are times when it can be stressful, such as when a lot of people need your assistance at one time or when there are computer issues.

The trainer arrived as they were finishing their conversation, so the current employee left, and the official training began. The trainer began by signing on to the community website, letting the employee know that he would get him access shortly, and suggesting that the employee add the website to his Favorites. As the computer was loading, the trainer pointed out that a nearby dry-erase board was always updated to reflect the current RA on-call, as well as contact information, and encouraged the employee to contact them with any questions or situations.

The trainer proceeded to walk the employee through the use of the website, pausing on occasion to point out paper versions of the online forms. He mentioned that not all communities had moved to the electronic versions of the forms, that the online forms were identical to the paper versions, and that in the case of any technical difficulties, it was acceptable to use the paper version if needed. He showed the trainee what he referred to as “The Everything Binder”, where the Daily Log, Delivery Log, Equipment Log, Maintenance Log, and employee Timesheets are located. Similarly to the previous employee, he explained that the Daily Log has columns for entering an employee’s name, date, time of shift, and anything unusual. He pointed out that for the Delivery Log, a student signature is required, and he mentioned that deliveries are not accepted from UPS or FedEx. When going over the Timesheet, he reminded the trainee that employees are not allowed to work over 20 hours per week university-wide. He also informed him that the Laville policy on Timesheets is that employees will leave them in the binder, fill them out as appropriate, leave them in the binder, and that the supervisor will collect them on Wednesdays bi-weekly. After replacing the binder, he pointed out the mailboxes for the RAs, himself, and the Residence Life Coordinator (RLC), in case any messages needed to be delivered to other members of the staff. He mentioned that the Persona Card Swipe System information is located both on the website and in the binder. He also briefly went over the LSU PD Log, mentioning that the policy is such that police should sign when leaving, but that they are not required to reveal the reason that they are in the community.

At this time, the trainer returned his focus to the information available on the community website. He demonstrated locating the schedule for DAs and RAs as well as contact lists for those employees. He showed the trainee where to find campus maps in case anyone called looking for directions. He spent considerable time explaining MAXIMO entries, the maintenance

work order system. He was able to walk the trainee through two Request Log entries, instructing him on entering pertinent information and accessing previous work orders. Next, he explained that Google Voice had been set up to avoid employees having to use their personal cell phones for work purposes. Finally, he went over the online and physical processes for Key Rentals, the forms and procedures used when residents lose or lock out their keys.

To wrap up the training, he pointed out the Lost & Found area of the desk, as well as the equipment available for check-out to residents, which included cables, tools for adapting their beds, games, etc. He showed him how such check-outs would be recorded in the Equipment Log. Finally, he reminded the new employee that he should be getting a username and password shortly that would allow access to the website and reiterated that the on-call RA was available for any questions or concerns that might arise during his shift.

****My observations****

- Recruitment for the position seems to be mostly word of mouth. These particular students seem very involved and ambitious, so the first employee's descriptions of the job were mostly positive and encouraging, but if employees have less of a work ethic, I'm concerned that this position could be painted in an unflattering light.
- Although the trainer's "tour" of the website was thorough and clearly a lot of work has gone into making it a convenient tool, I was surprised at the complete lack of discussion about customer service aspects of the job, expectations and accountability, and crisis response. It seemed like there were a lot of topics not covered.

I liked that the supervisors were ok with "silly stuff" being on the Daily Log. It seemed to encourage DAs to show some creativity and personality and maybe connect a little with other employees that they likely rarely see since it's a one-person job.

APPENDIX C: SECOND OBSERVATION OF TRAINING: FIELD NOTES

Training Context: Evangeline classroom, located in the basement of Evangeline Hall, a residential community at Louisiana State University

Job Title: Desk Assistant

Date: Saturday, February 2, 2013

Time: I arrived at approximately 2:15pm. The trainees were already present for a different meeting when I arrived. The trainer was also already present, and she began training at about 2:30.

I arrived early for the 2:30pm training, and therefore sat in on about 15 minutes of discussion regarding the schedule adaptations for the upcoming Mardi Gras holiday week.

Although all of the Desk Assistants (DAs) were present for the schedule meeting, most were returning from the previous semester, and so, already having been trained, left when the schedule meeting concluded. The trainer was left with a group of two to train. She informed them that training would last approximately 1 hour, that they would be paid for training, and that training would consist of both lecture and a short “field trip” to the desk.

The training was primarily delivered via a PowerPoint presentation. The topics included in the presentation were mostly focused on policies regarding customer service, keys, emergency response, confidentiality, and confrontation. Customer service was further elaborated to include expectations about punctuality, greeting residents, policies on headphones/cell phones/laptops, appropriate music and movie expectations, restroom privileges, the fact that only department employees are allowed behind the desk, and the importance of a professional attitude. Customer service was stressed as smiling, being competent, and being professional – “put on your DA face”. The presentation included a YouTube video [Bon Qui Qui at King Burger by MadTV], followed by a discussion by the trainees of what was professional, what wasn’t professional, and why they thought the trainer used this particular video. The trainer also discussed that there are more subtle aspects of customer service, such as knowing how to react when, as a DA, you are

blamed for things that are not your fault. She stressed that when dealing with student problems or complaints, tone is very important.

Her explanation of confidentiality was brief but included a lot of examples of its importance. She discussed FERPA laws, the difference between public information and private information, and described Buckley Holds. Her next slides introduced the accountability process for the DA position. She explained that problem behaviors consisted of things like consistent tardiness, carelessness, FERPA violations, general lack of integrity/respect, and things of that nature. She noted that the typical disciplinary actions proceeded from verbal warning to written warning to disciplinary probation to dismissal. She described each step and its purpose, also noting that particularly egregious actions could lead to immediate dismissal. After that, she briefly described many of the forms used by DAs: Daily Log, Visitation Log, Delivery Log, Maintenance Request Log, Maintenance Personnel Sign-in Sheet, and the Desk Schedule. The PowerPoint also included links to the website, which the trainer briefly explored, encouraging the trainees to visit it on their own, and made special note of the fact that many of the paper forms used regularly could be printed from the website if needed.

At this point, the trainer escorted the new employees upstairs to the lobby desk. She described the desk layout. She pointed out the forms for Key Rentals and the Key Cards. She also showed the trainees a roster containing the names and information of all of the residents, reminding them of privacy policies, informing them that no residents were currently considered Buckley Holds, and explaining that the presence of such information made it vitally important that the desk never be left unattended. She showed the trainees the Desk Ops Folder, letting them know that they could find Timesheets, the Delivery Log (for perishable items only, no UPS or FedEx deliveries), and the Maintenance Logs inside. She described the LSU PD Log and

mentioned that recent changes in the relationship between the department of Residential Life and LSU PD meant that officers were likely to be seen more often in residence communities, but as an added measure of safety. She told the new employees that many times, working at the desk, they would play a role as a first responder in possible emergency situations. She instructed them to always contact a Resident Assistant (RA). She also told them to call 911 if a person appeared to be under the influence of alcohol. She told them they might need to reassure the resident that they would not be in trouble; contacting the authorities is seen as a safety measure. Next, she showed the trainees where the on-call RA information was located, relevant phone numbers, printed instructions on phone use, and reminded them that they are “never alone at the desk”. Some residents were in the lobby interacting a little loudly at the time of the training, which prompted questions from the trainees about whether such behavior was acceptable. The trainer explained that there were no policies prohibiting residents being loud in the lobby, and that the DAs were not responsible for correcting such behaviors. The trainer then briefly mentioned MAXIMO as the system for reporting maintenance issues. She also showed the trainees the location of the keys and the information to be filled out in case of a Key Rental. As a final note, she showed the trainees the Alarm Panel and instructed them to call up to an RA if they noticed any alarm codes.

When we returned to the training classroom, the trainer told the new employees that she had one final exercise for them before training was concluded. She proceeded to hand out “scenarios” printed on slips of paper, each containing a situation that a DA might encounter. Examples included a resident coming in drunk, a DA smelling marijuana, and a resident demanding an immediate move out due to longstanding maintenance issue that has not been resolved. The trainees were instructed to discuss potential ways to address the situations. They

then shared their suggested actions with the trainer. She agreed with and elaborated on their solutions. She discussed a few additional grey areas such as letting people in the front door, differences between legal processes and LSU processes regarding infractions, and balancing confidentiality with compassion when dealing with the concerns of resident's parents. She wrapped up by reminding the trainees to sign in for an hour at the desk to ensure that they were paid for training.

****My observations****

- I thought the presentation of the content was done very well. The trainer was an excellent speaker, the PowerPoint was simple and well-organized, and the videos, field trip, and discussions broke up the lecture so it didn't become overly tedious.
- The website for this community doesn't seem as though it's kept up or utilized frequently. It could be a great tool, but it's definitely not being used as such currently.
- There was a lot of content for just one hour of training. I mentioned this to the trainer after the session. She told me that this is considered the "formal" training and she requires all DAs to have gone through it before they can work shifts at the desk. However, after they are hired, she does do an "informal" training that consists more of practice and role-playing at the desk. During the informal training, she'll have them practice smiling at everyone as they come in, role-play some common resident scenarios with the assistance of the DA currently working, and practice filling out Work Order Requests using MAXIMO and Key Rental forms. She also goes into more depth about each of the logs and what information is required when filling them out.

APPENDIX D: COMMENTS FROM PILOT TEST

DA Remarks Emailed to Researcher Regarding Training Videos

LS:

In the handbook vid- there's a lot of noise in the background

customer service vid- our main priority is residents, but i think it's also important to remember to speak that way with everyone we encounter

ferpa vid- what if a new resident asks the name of their roommate? can we just say first name since they'll be meeting anyway?

maximo- maybe show what the save button looks like. i know i had trouble finding it when i first started.

and calling up- who to call up 7am- 10am? ra's aren't on call anymore and grd + rlc haven't arrived
they all look good to me!

AM:

The other ones were great.

MC:

- Accountability
 - I found this video on the consequences and general disciplinary steps to be quite thorough.
 - This video is very accurate and it delivers the information in a clear, concise manner. I liked this because it means that employees can't get confused about the disciplinary process.
 - I don't feel that anything has been left out.
 - It is the perfect amount of information.
 - I absolutely think that a mid-semester DA would be able to operate as a knowledgeable member of our team on day one with the information in this video.
- Card Swipe Systems
 - I feel like this video got the information needed across, but it is a complicated subject for those unfamiliar with the system. So having said that, I definitely recommend talking about it in a much deeper manner at training sessions.
 - It is quite accurate.
 - The only thing that I would add is mentioning the responsibility and expectations that go with being able to give out keys.
 - It is not too much.
 - I think that a mid-semester DA would get the gist of it from this video, but further explanation will be needed in person from their supervisor.
- Customer Service
 - It gives the perfect amount of information for the given topic.
 - Yes, it is very accurate and as someone who prides myself on my ability to give great customer service, I think that this video gives the perfect description of how it should be done.
 - I don't think that anything is left out.

- I think it is the right length.
- A mid-semester DA would absolutely understand the expected level of customer service after seeing this video.
- FERPA
 - Yes the information contained in this video is quite thorough. I appreciated the explanations given about the different privacy policies.
 - It is absolutely accurate.
 - I don't think that anything was left out.
 - I don't think that anything needs to be cut.
 - Yes, I think that a mid-semester DA would definitely understand the privacy policies that we use in ResLife.
- Guests
 - I think that this video is very thorough and plainly lays out what is acceptable behavior with regards to having guests.
 - I feel that the information is perfectly clear and accurate.
 - I don't think that anything is left out.
 - I think that everything in this video is important and should be kept.
 - I think that a mid-semester DA would definitely understand the guest policies after watching this video.
- Living on Campus Handbook
 - I think that it gave all the information needed about the handbook.
 - Yes it is very accurate.
 - I think that they could mention that there is usually a handbook at every front desk.
 - It is the perfect amount of information needed to discuss this topic.
 - Yes, a mid-semester DA would be able to operate as expected on Day 1 with this information.
- Resources
 - Yes it is very thorough and gives good information about the resources.
 - It is very accurate.
 - This is not so much a recommendation for anything to be added to the video because it is great, but I think that a uniform way of keeping the resources should be adopted throughout the Res Halls. I have had too many instances of not being able to get the information that I needed for residents because the resources are not kept in a clearly marked location or just aren't there at all. The biggest thing is having up to date and accurate on call information for the night shift DAs. I work primarily at night during the regular semester and it would be a tremendous help, to know that I will always be able to find the information that I need.
 - No, it is the perfect amount of information.
 - Yes, a mid-semester DA would be able to function as expected with the information in this video.
- Maximo

- This video was excellent at handling how to use Maximo. I am very familiar with the system so I had no trouble with it, but if I were a new employee this video would greatly improve my understanding of the process. Excellent video.
- This video is exceedingly accurate and contains great examples.
- Nothing has been left out as far as I can tell.
- I think that it is the perfect length.
- Yes! I absolutely think that this video will allow mid-semester DAs to perform their job exceptionally on Day 1.

WP:

Accountability: Good video, provided full explanation of what happens when you violate along with what are immediate termination violations.

CardSwipe: perfect!! I would like to see the walkthrough video if i can though.

Customer Service: Good video, might want to add in an example of what they should say when answering the phone just in case.

FERPA: Great, Very clearly explains the residents privacy rights.

Guests: Great video

LoCHandbook: Good video,

Resources: Very helpful, maybe the handbook video could be shortened and added to this one?

Maximo: All usernames and passwords for maximo should be located at the desk, somewhere around the computer monitor.
Great video though, good detail and examples.

Human Resources: Much needed video! Great!

Desk Forms: Good video

WhentoWork: Great vid, Might want to give a really quick look at the mobile version though. The mobile version has a couple features such as "My upcoming shifts" and "Whos on Now/Later" just might payoff to show its an option.

Comments: all these are great and informative videos, i think there should be some introduction to key rental procedures and lock change procedures. Also, you could just have each desk make a video of how things operate at the desk, because key rentals at the apartments are much different from key rentals in the persona halls. That would cover all bases, or even if thats not possible have some resources at the desk to help the DAs know the procedures.

APPENDIX E: CONSENT FORM

LOUISIANA STATE UNIVERSITY- BATON ROUGE CAMPUS

Study Title: Desk Assistant Training Evaluation Consent Form

The purpose of this study is to evaluate the effectiveness of the newly created centralized desk training program for Louisiana State University Residential Life employees. In order to do this, we will be collecting information from participants going through the training program. All information collected will be provided to the department of Residential Life in order to assess the degree to which employees are benefitting from the program. However, we also need volunteers to take part in an academic research study designed to gain an in-depth understanding of the role of trainee characteristics and instructional design in the effectiveness of the program. We would like you to consider participating. Participation does not involve providing data additional to what is collected for the training assessment; it merely allows researchers to use your data for both the workplace evaluation and academic research endeavors. Your participation is entirely voluntary and you will not be penalized in any way for not permitting the use of your data.

Any discomforts or risks that may result from participation are minimal. Your participation will allow you to learn more about the ways that researchers attempt to reveal and understand important and distinctive approaches to training. The data gathered on you will be kept confidential and any identifying information you provide will be removed. All data will be examined only by duly authorized representatives of the research team and you are assured that the information will not be used for any purpose other than the scientific goals of the experiment. Even if you initially choose to participate, you are free to change your mind about the use of your data at any time without penalty of any sort.

Any questions you may have regarding procedures or any other aspect of the study can be answered by contacting Serena Fisher (813-361-2247) in the Department of Residential Life at LSU.

I have been briefed by the project director (or designate) in detail about this project and understand what my participation involves. I agree to participate with the understanding that I may withdraw at any time. I agree with the terms above and have read and understand this consent form.

Participant Signature

Today's Date

Print Your Name

APPENDIX F: CONSENT FORM FOR FOCUS GROUP

LOUISIANA STATE UNIVERSITY- BATON ROUGE CAMPUS

Study Title: Desk Assistant Training Evaluation Consent Form

The purpose of this study is to evaluate the effectiveness of the Fall 2013 training program for Louisiana State University Residential Life employees. In order to do this, information collected via a departmental focus group with employees who went through the training program will be utilized in an evaluative report. All information has already been collected by the department of Residential Life in order to gain a broad understanding of patterns of employee reactions. However, an academic research study designed to gain an in-depth understanding of the role of trainee characteristics and instructional design in the effectiveness of the program is also underway. We would like you to consider granting permission to use information from the focus group in which you took part. Participation does not involve providing data additional to what was previously collected for the focus group; it merely allows researchers to use your data for both the workplace evaluation and academic research endeavors. Your participation is entirely voluntary and you will not be penalized in any way for not permitting the use of your data.

Any discomforts or risks that may result from participation are minimal. Your participation will allow you to learn more about the ways that researchers attempt to reveal and understand important and distinctive approaches to training. The data gathered on you will be kept confidential and any identifying information you provide will be removed. All data will be examined only by duly authorized representatives of the research team and you are assured that the information will not be used for any purpose other than the scientific goals of the experiment. Even if you initially choose to participate, you are free to change your mind about the use of your data at any time without penalty of any sort.

Any questions you may have regarding procedures or any other aspect of the study can be answered by contacting Serena Fisher (813-361-2247) in the Department of Residential Life at LSU.

I have been briefed by the project director (or designate) in detail about this project and understand what my participation involves. I agree to participate with the understanding that I may withdraw at any time. I agree with the terms above and have read and understand this consent form.

Participant Signature

Today's Date

Print Your Name

APPENDIX G: PRE-TRAINING SURVEY

Pre-Training Survey

Why did you apply to be a DA?

What do you think you will get out of your experience as a DA?

What do you know about the training for LSU DAs?

How do you think the DA training will prepare you to do your job?

APPENDIX H: DEMOGRAPHICS QUESTIONNAIRE

Personal Characteristics

Please choose the description with which you most comfortably identify yourself:

Gender

_____ Male _____ Female _____ Transgender

Age

_____ Under 18 _____ 18-23 _____ Over 23

Ethnicity

_____ White _____ Black
_____ Latino/a _____ Asian
_____ American Indian _____ Other
_____ More than one of the above

Year in School

_____ Freshman _____ Sophomore
_____ Junior _____ Senior

College in which you are Enrolled

_____ Agriculture _____ Art & Design
_____ Business _____ Coast and Environment
_____ Engineering _____ Human Sciences & Education
_____ Humanities & Social Sciences _____ Mass Communication
_____ Music & Dramatic Arts _____ Science
_____ Veterinary Medicine _____ I have not yet declared a major
_____ More than one of the above

Please list any additional Academic, Greek, Sports, or Other Organizations with which you are involved:

Have you been an RA or DA previously?

_____ No _____ RA _____ DA

If yes, how long were you in your position?

_____ Less than 1 year _____ 1 Year
_____ 2 Years _____ More than 2 Years

APPENDIX I: MOTIVATION SURVEY

Training Evaluation Survey

Are you looking forward to training? Why or why not?

What do you think you will learn in training?

What do you think the purpose of training is?

When you imagine good training, how would you describe it?

APPENDIX J: PRE-TRAINING SCALES

Training Survey

		Strongly Disagree	Somewhat Disagree	Neither Agree or Disagree	Somewhat Agree	Strongly Agree
1	I am willing to exert considerable effort to learn the content of the training					
2	When using the internet for my work, I am able to listen to music as well					
3	I am able to surf the internet and perform another activity comfortably					
4	I use the internet every day					
5	I expect quick access to information when I need it					
6	When I study, I prefer to learn those that I can use quickly first					
7	I use computers for many things in my daily life					
8	I use pictures more than words when I wish to explain something					
9	I expect the websites that I visit regularly to be constantly updated					
10	I wish to be rewarded for everything I do					
11	When I send out an email, I expect a quick reply					
12	I keep in contact with my friends through the computer every day					
13	I use a lot of graphics and icons when I send messages					
14	I am able to use more than one applications on the computer at the same time					



		Strongly Disagree	Somewhat Disagree	Neither Agree or Disagree	Somewhat Agree	Strongly Agree
15	I use smiley faces a lot in my messages					
16	I will get more from this training program than most people					
17	I will try to learn as much as I can from training					
18	I am able to communicate with my friends and do my work at the same time					
19	I can chat on the phone with a friend and message another at the same time					
20	When I need to know something, I search the internet first					
21	I use pictures to express my feelings better					
22	I prefer to receive messages with graphics and icons					
23	I can check email and chat online at the same time					
24	I am motivated to learn the skills emphasized in this training program					
25	I will try even harder if I can't understand some part of this course.					
26	I use the computer for leisure every day					




APPENDIX K: EXAMPLE HANDOUT FOR KEY RENTAL LECTURE

Key Rental Forms


Renting a Key: Key Rental Agreement

	<u>RESIDENT KEY RENTAL AGREEMENT</u>	<div style="border: 1px solid black; padding: 2px;"> Rental #: _____ <small>(see key card for #)</small> </div>
<p>Rental of a room /entry key is \$5.00 per rental charged to your fee bill beginning with the third rental (first two rentals per year are free). Rented key(s) must be returned within 24 hours after the key(s) being issued (even on weekends). Key(s) may only be rented to the resident assigned to the room.</p> <p><u>Failure to return the rented key(s) within 24 hours will result in a lock change and a charge of \$45.00 for residence halls and up to \$125.00 for apartments.</u></p>		
<div style="border: 2px solid blue; border-radius: 15px; padding: 10px;"> <p><u>KEY CHECK-OUT</u> _____ Entry Door Key _____ Bedroom Door Key _____ BOTH Entry & Bedroom Door Keys</p> <p>Resident's name: _____ Building/Apartment: _____ Room: _____</p> <p>LSU ID #: _____ Cell Phone Number: _____</p> <p>Date Issued: _____ Time Issued: _____ am pm</p> <p>Resident's Signature: _____ Staff Signature: _____ <small>(signature indicates agreement to terms of key rental above)</small></p> </div>		
<p><u>KEY RETURN</u> Courtesy call: YES NO N/A Lock Change requested: YES NO</p> <p>Date Returned: _____ Time Returned: _____ Staff Signature: _____</p> <p>GRD/RLC Use only: Lock Change RL #: _____ Date: _____</p> <p>RDKEY Fee Assessed: _____ \$45 (RES HALL BDRM) _____ \$60 (APT BDRM) _____ \$65 (APT ENTRY) _____ \$125 (APT Both)</p> <p style="text-align: center;"><small>GRDs/RLCs: Please submit completed forms to the Business Office weekly.</small></p>		

Renting a Key: Key Card

NAME: _____											
BUILDING & ROOM: _____											
LSU ID #: _____											
CELL PHONE #: _____											
<div style="border: 2px solid blue; border-radius: 15px; padding: 5px;">KEY CODE/CARD #</div>		<div style="border: 2px solid purple; border-radius: 15px; padding: 5px;">RESIDENT SIGNATURE</div>		<div style="border: 2px solid green; border-radius: 15px; padding: 5px;">DATE OUT</div>		<div style="border: 2px solid green; border-radius: 15px; padding: 5px;">STAFF INITIALS</div>		DATE IN		STAFF INITIALS	

Returning a Rental: Key Card

NAME: _____																					
BUILDING & ROOM: _____																					
LSU ID #: _____																					
CELL PHONE #: _____																					
				Rental # (Please circle): <table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td> </tr> <tr> <td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> </table>		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	2	3	4	5	6	7	8														
9	10	11	12	13	14	15	16														
KEY CODE/CARD #	RESIDENT SIGNATURE	DATE OUT	STAFF INITIALS	DATE IN	STAFF INITIALS																

Returning a Rental: Key Rental Agreement

	<u>RESIDENT KEY RENTAL AGREEMENT</u>			Rental #: _____ <small>(see key card for #)</small>
	<p>Rental of a room/entry key is \$5.00 per rental charged to your fee bill beginning with the third rental (first two rentals per year are free). Rented key(s) must be returned within 24 hours after the key(s) being issued (even on weekends). Key(s) may only be rented to the resident assigned to the room.</p> <p style="text-align: center;"><u>Failure to return the rented key(s) within 24 hours will result in a lock change and a charge of \$45.00 for residence halls and up to \$125.00 for apartments.</u></p>			
<u>KEY CHECK-OUT</u> <input type="checkbox"/> Entry Door Key <input type="checkbox"/> Bedroom Door Key <input type="checkbox"/> BOTH Entry & Bedroom Door Keys				
Resident's name: _____ Building/Apartment: _____ Room: _____				
LSU ID #: _____ Cell Phone Number: _____				
Date Issued: _____ Time Issued: _____ am pm				
Resident's Signature: _____ Staff Signature: _____ <small>(signature indicates agreement to terms of key rental above)</small>				
<u>KEY RETURN</u> Courtesy call: YES NO N/A Lock Change requested: YES NO				
Date Returned: _____ Time Returned: _____ Staff Signature: _____				
GRD/RLC Use only: Lock Change RL #: _____ Date: _____				
RDKEY Fee Assessed: ___ \$45 (RES HALL BDRM) ___ \$60 (APT BDRM) ___ \$65 (APT ENTRY) ___ \$125 (APT Both)				
GRDs/RLCs: Please submit completed forms to the Business Office weekly.				

Lock Change Request

	<u>RESIDENT KEY RENTAL AGREEMENT</u>	<div style="border: 1px solid black; padding: 2px;"> Rental #: _____ <small>(see key card for #)</small> </div>
Rental of a room /entry key is \$5.00 per rental charged to your fee bill beginning with the third rental (first two rentals per year are free). Rented key(s) must be returned within 24 hours after the key(s) being issued (even on weekends). Key(s) may only be rented to the resident assigned to the room.		
<u>Failure to return the rented key(s) within 24 hours will result in a lock change and a charge of \$45.00 for residence halls and up to \$125.00 for apartments.</u>		
<u>KEY CHECK-OUT</u> Entry Door Key Bedroom Door Key BOTH Entry & Bedroom Door Keys		
Resident's name: _____ Building/Apartment: _____ Room: _____		
LSU ID #: _____ Cell Phone Number: _____		
Date Issued: _____ Time Issued: _____ am pm		
Resident's Signature: _____ Staff Signature: _____ <small>(signature indicates agreement to terms of key rental above)</small>		
<u>KEY RETURN</u> Courtesy call: YES NO N/A <div style="border: 1px solid green; padding: 2px; display: inline-block;"> Lock Change requested: YES NO </div>		
Date Returned: _____ Time Returned: _____ Staff Signature: _____		
GRD/RLC Use only: Lock Change RL #: _____ Date: _____		
RDKEY Fee Assessed: _____ \$45 (RES HALL BDRM) _____ \$60 (APT BDRM) _____ \$65 (APT ENTRY) _____ \$125 (APT Both)		
GRDs/RLCs: Please submit completed forms to the Business Office weekly.		

APPENDIX L: DECLARATIVE KNOWLEDGE TEST

Desk Assistant Quiz

- 1) When someone comes into my lobby, as a desk assistant I should:

- 2) The number one priority for a desk assistant is:

- 3) After the _____ time a resident loses a key, he or she will be assessed a fee.

- 4) There are _____ card swipe systems used for access to LSU communities.

- 5) The card swipe systems are _____ and _____ :

- 6) List 3 policy violations for which a desk assistant can be immediately terminated:

- 7) The When to Work scheduling program allows desk assistants to:

- 8) FERPA legislation is related to:

- 9) The Maximo software program is used for:

10) A first-time policy violation for a DA will *generally* result in:

11) List 3 resources that each DA should be aware of and prepared to utilize in helping guests:

12) List 3 examples of clothing considered unprofessional for DAs while working:

13) List 4 potential reasons for the LSU PD to be in a residence hall:

14) Overnight guests must be _____ and at least _____ years old:

15) The two forms used for key rentals are:

16) If a parent calls and wants you to go check on their student, you should:

17) In an emergency, you should:

18) When calling up for a non-emergency, call the _____ during the day, and the _____ after business hours:

19) When calling up for an emergency, consult the:

20) List 5 different forms that can be found at each desk:

APPENDIX M: DURING-TRAINING SCALE

Training Evaluation Scale

		Strongly Disagree	Somewhat Disagree	Neither Agree or Disagree	Somewhat Agree	Strongly Agree
1	I am bored					
2	I am learning new things					
3	I like the way the information is being delivered					
4	These topics could be presented in a better way					
5	I think this information will help me when I start my job					
6	I am overwhelmed by the amount of information					
7	I find it easy to pay attention to the presenter					
8	This information seems useless					
9	If I take this seriously, I will look competent when I'm working					
10	I was prepared for this training					

APPENDIX N: POST-TRAINING SCALES

Training Evaluation Scale

		Not at all typical of me	Not very typical of me	Somewhat typical of me	Fairly typical of me	Very much typical of me
1	Successful application of my training will probably be appreciated by my supervisor					
2	While applying training at work, I can learn a lot					
3	The more training I apply on my job, the better I do my job					
4	The harder I work at learning, the better I'll be able to do my job					
5	The way the trainer taught the material made me feel more confident I could apply it in my job					
6	It is clear to me that the people conducting this training understand how I will use what I learn					
7	My job performance will be better if I use the new things I learned					
8	The trainer used lots of examples that showed me how I could use my learning on the job					
9	Successful application of the training content is an exciting challenge for me					

SEE OTHER SIDE



		Very Dissatisfied	Somewhat Dissatisfied	Neither Satisfied or Dissatisfied	Somewhat Satisfied	Very Satisfied
1	How satisfied are you with the instructor's knowledge of course material and subject matter?					
2	How satisfied are you with the instructor's ability to keep the interest of the class?					
3	How satisfied are you with the instructor's presentation and explanation of course materials?					
4	How satisfied are you with the instructor's overall effectiveness?					
5	How satisfied are you with communication of course objectives in clear, understandable terms?					
6	How satisfied are you with the match of course objectives with your idea of what you thought would be taught?					
7	How satisfied are you with the relevance of the course content to your job?					
8	How satisfied are you with the course's emphasis on most important information?					
9	How satisfied are you with the extent to which the course prepared you to perform current job tasks more effectively?					
10	How satisfied are you with the extent to which the course prepared you to perform new job tasks?					
11	How satisfied are you with quality of this course overall?					

SEE OTHER SIDE



APPENDIX O: FOCUS GROUP QUESTIONS

Post-Training: RA Focus Group

- 1) Research has shown that without employees who are motivated to learn, training is virtually useless. **What motivates you to get the most out of training?**
 - a) *Can we make it a culture to make it more serious?*
 - b) *Do pre-training videos help out?*

- 2) Think back to the week of training when you arrived on the final day for desk training. In looking at the participant response, especially for desk training, it was noted that some people came in with an excitement to learn and an appreciation for the value of reviewing knowledge. Those participants showed greater satisfaction with the training and saw it as a good use of their time. Others who arrived at training with the opposite attitudes hated training and saw it as ineffective in every way. **How do you think the department could help more people see the value in training?**
 - a) *What do think might make people dismiss the effectiveness of training even before it began?*
 - b) *What do you suggest happen within training that might change their perspective?*

- 3) When the training committee looks at the RA assessment of Fall Training, we try to pull out themes that will help us improve future training. Sometimes though, we receive a lot of conflicting information from you guys. For instance, we hear that training is very redundant and yet we try to base training off end-of-year assessments mentioning topics that RAs feel weren't covered thoroughly. Also, we hear both that training is too long and, at the same time, get a list of topics that should be added. Some people loved morning energizers, social media challenges, and development pieces such as "Marketing Your Skills as an RA", whereas others saw such elements as a waste of time. **Why do you think we hear such different messages and what would you really like to see training look like?**

APPENDIX P: GROUP INTERVIEW QUESTIONS

Post-Training: DA Group Interview

In what ways did you find DA training helpful?

To what extent do you feel confident in your ability to perform your job as a result of training?

How do you think the training could have been better?

How did the training give you a greater appreciation for the importance of the DA role?

Talk about the way training will happen in the future... What should be included?

How do you think we should market/ develop desk assistants?

Do you wish you got more frequent feedback on your job? What kind and how often?

Do you think When to Work emails are an effective communication tool?

Is there anything you wish you'd known about the job before you started?

Do you have any Additional Comments or Questions for me?

APPENDIX Q: BEHAVIOR OBSERVATION PROTOCOL

Performance Evaluation

Community: _____

Date: _____

Employee Name: _____

Supervisor: _____

~~~~~

Does the employee consistently smile and greet people as they come into the lobby?

Was the Daily Log signed at the beginning of the shift?

Is laptop use appropriate?

Was the desk left unattended at any point during the shift? What does the employee do when he/she needs to leave the desk?

Does the employee know the proper procedure for a Key Rental?

Does the employee know the proper procedure for addressing the presence of LSU PD?

Does the employee know the proper procedure for entering a work order into Maximo?

## APPENDIX R: BEHAVIOR OBSERVATION SCORING KEY

Does the employee consistently smile and greet people as they come into the lobby? **[1 pt]**

Yes or No [1 pt]

Was the Daily Log signed at the beginning of the shift? **[1 pt]**

Yes, No, or N/A [1 pt]

Is laptop use appropriate? **[1 pt]**

Yes, No, or N/A [1 pt]

Was the desk left unattended at any point during the shift? What does the employee do when he/she needs to leave the desk? **[3 pt]**

Yes or No [1 pt]

Put up a sign or get someone to cover or inform GRD/RLC [1 pt], don't be gone more than 5 minutes [1 pt]

Does the employee know the proper procedure for a Key Rental? **[9 pt]**

Ask for the resident's ID [1 pt]. Get a Key Rental Agreement form and fill out the top half [1 pt]. Locate the Resident's Key Card, then enter the Key Code, date, and staff initials [1 pt]. Circle the rental number in the top corner [1 pt]. Inform resident about fees and that the rental has to be returned within 24 hours [1 pt]. Have the resident sign both forms [1 pt]. Each day, you're supposed to follow-up with anyone who still has a rental out. When the key is returned, check to make sure the codes match on the Key Card [1 pt]. Fill out "returned key" information [1 pt]. Put the Key Rental Agreement form, Key Card, and rental key all back in their appropriate places [1 pt].

Does the employee know the proper procedure for addressing the presence of LSU PD? **[3 pt]**

Greet the officer. Offer assistance [1 pt]. Try to have the officer sign the Police Log, but be understanding if they cannot [1 pt]. Notify the GRD, RLC, and/or RA on-call that the police are in the building [1 pt].

Does the employee know the proper procedure for entering a work order into Maximo? **[11 pt]**

Pull up the Maximo website and sign in using your community information [1 pt]. Select New Work Order [1 pt]. Note the RL# in the Maintenance Log [1 pt]. On the Work Order page put the problem in the description box (be short but specific) [1 pt], indicate location (using drill down menu) [1 pt], choose Work Type (usually CM or EM) [1 pt], choose Work Priority (either 6 or 10) [1 pt], and enter resident contact information (name, phone, and email) [1 pt]. Be sure to Save [1 pt]. Enter all of the information into the Maintenance Log as well [1 pt]. If the request is described as an emergency, call up immediately to have someone check it out [1 pt].

## **APPENDIX S: EMPLOYEE EVALUATION**

## Desk Assistant Performance Evaluation

Name of DA: \_\_\_\_\_ Community : \_\_\_\_\_

For the purpose of this evaluation, the job responsibilities of the Desk Assistant position have been divided into several main job functions:  
**Communication and Customer Service, Administrative Responsibilities, and Individual Development**

Under each section are individual criteria described with behavior statements. Please respond to these statements. At the end of each section, please use the following guidelines in determining an overall rating for the employee's job performance in the area that you are addressing. In writing comments, please be as specific and descriptive as possible, reflecting on the DAs performance and offering suggestions for improvement. Remember that the evaluation process is designed to evaluate the performance, not the personality, of the employee. Thank you for your time and effort in this process.

### Guidelines for performance evaluation in each section (Circle one)

|                             |                                                                                                                 |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------|
| <b>Exceeds Expectations</b> | <b>The employee maintains above average job performance and demonstrates excellent skills and/or abilities.</b> |
| <b>Meets Expectations</b>   | <b>The employee fulfills normal job requirements and has demonstrated acceptable skills and abilities.</b>      |
| <b>Needs Improvement</b>    | <b>The employee has minimal understanding of skill area or needs to raise skill level.</b>                      |
| <b>Unsatisfactory</b>       | <b>The employee does not meet minimum expectations in this area and has poor skills and/or abilities.</b>       |

#### Communication/Customer Service

|                                                                                                                                                                                                               |                      |                    |                   |                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|--------------------|-------------------|----------------|
| Demonstrates good judgment, responsible decision making, timely follow-through, effective problem solving and appropriate communication (including but not limited to verbal, non-verbal, written and online) | Exceeds Expectations | Meets Expectations | Needs Improvement | Unsatisfactory |
| Maintains privacy and/or confidentiality in all facets of the position                                                                                                                                        | Exceeds Expectations | Meets Expectations | Needs Improvement | Unsatisfactory |
| Keeps the RLC and GRD advised of information in the community and resident concerns or issues                                                                                                                 | Exceeds Expectations | Meets Expectations | Needs Improvement | Unsatisfactory |
| Provides prompt, friendly service to all customers                                                                                                                                                            | Exceeds Expectations | Meets Expectations | Needs Improvement | Unsatisfactory |
| Maintains a working knowledge of the Department and University resources                                                                                                                                      | Exceeds Expectations | Meets Expectations | Needs Improvement | Unsatisfactory |
| Answers desk telephone and accurately direct calls to the proper location                                                                                                                                     | Exceeds Expectations | Meets Expectations | Needs Improvement | Unsatisfactory |
| Overall                                                                                                                                                                                                       | Exceeds Expectations | Meets Expectations | Needs Improvement | Unsatisfactory |

#### Administrative Responsibilities

|                                                                                                                                                                                                                                             |                      |                    |                   |                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|--------------------|-------------------|----------------|
| Uses keys for official University purposes that are directly related to the job responsibilities of the DA                                                                                                                                  | Exceeds Expectations | Meets Expectations | Needs Improvement | Unsatisfactory |
| Attends DA staff meetings, trainings, scheduling meetings, and other meetings directed by the GRD                                                                                                                                           | Exceeds Expectations | Meets Expectations | Needs Improvement | Unsatisfactory |
| Reports all maintenance problems involving University property, deficiencies, or damages to the GRD/RLC and other appropriate channels (i.e. Maximo) as well as works with custodial staff to promote a clean and well-maintained community | Exceeds Expectations | Meets Expectations | Needs Improvement | Unsatisfactory |
| Reports all violations of University rules, regulations and policies to the GRD or RLC                                                                                                                                                      | Exceeds Expectations | Meets Expectations | Needs Improvement | Unsatisfactory |

|                                                                            |                      |                    |                   |                |
|----------------------------------------------------------------------------|----------------------|--------------------|-------------------|----------------|
| Follows the policies and procedures set by the GRD or RLC of the community | Exceeds Expectations | Meets Expectations | Needs Improvement | Unsatisfactory |
| Overall                                                                    | Exceeds Expectations | Meets Expectations | Needs Improvement | Unsatisfactory |

### Individual Development

|                                                                                         |                      |                    |                   |                |
|-----------------------------------------------------------------------------------------|----------------------|--------------------|-------------------|----------------|
| Accepts constructive feedback                                                           | Exceeds Expectations | Meets Expectations | Needs Improvement | Unsatisfactory |
| Demonstrates the ability to understand their DA position                                | Exceeds Expectations | Meets Expectations | Needs Improvement | Unsatisfactory |
| Serves as a role model for all University and Residence Hall policies                   | Exceeds Expectations | Meets Expectations | Needs Improvement | Unsatisfactory |
| Balances academic, employment, and personal responsibilities with little to no struggle | Exceeds Expectations | Meets Expectations | Needs Improvement | Unsatisfactory |
| Overall                                                                                 | Exceeds Expectations | Meets Expectations | Needs Improvement | Unsatisfactory |

### Overall Desk Assistant Performance

|         |                      |                    |                   |                |
|---------|----------------------|--------------------|-------------------|----------------|
| Overall | Exceeds Expectations | Meets Expectations | Needs Improvement | Unsatisfactory |
|---------|----------------------|--------------------|-------------------|----------------|

### Summary Comments

|                                          |                       |
|------------------------------------------|-----------------------|
| Areas of Success                         | Areas for Improvement |
| <br><br><br><br><br><br><br><br><br><br> |                       |

### Improvement Plan

|  |
|--|
|  |
|--|

\_\_\_\_\_  
Desk Assistant Signature\*

\_\_\_\_\_  
Date

\_\_\_\_\_  
Graduate Resident Director Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Resident Life Coordinator Signature

\_\_\_\_\_  
Date

\*I understand that my signature indicates only that I have read and discussed this performance evaluation with my supervisor. It does not necessarily mean that I agree with the contents of this evaluation. I may attach written comments if desired.

If comments are attached, initial here: \_\_\_\_\_

## **VITA**

Serena Lynn Fisher grew up near Tampa, Florida, graduating from Durant Senior High School before pursuing her undergraduate degree in Psychology at the University of South Florida. After graduating Magna Cum Laude with Bachelor of Arts degree in 2000, she continued her studies at USF, working under Distinguished Research Professor Douglas Nelson. In 2004, she earned her Master of Arts degree in the area of Cognitive Psychology. Her research interests included learning and memory.

After graduating with her Master's degree, Serena went on to work for Muvico Theaters as an Operations Manager. She greatly enjoyed her time there, but eventually wanted to find opportunities to apply her research to more real-world settings such as developing and evaluating training programs. Louisiana State University offered opportunities to both extend her skills as a researcher and begin to apply her work to finding solutions for organizational needs. She began her LSU career in the Office of Applied Cognition, but eventually transferred to the Human Resource Education department and found employment in the department of Residential Life. Her research specialty at LSU centered on the impacts of motivation on training effectiveness.

Serena expects to graduate from LSU's department of Human Resource Education with the degree of Doctor of Philosophy in May 2014. Her dissertation is based on work done with the department of Residential Life's student staff training programs.

Serena is a member of the Phi Kappa Phi honor society. She is also an active member of the Southeast Evaluation Association, Southeastern Association of Housing Officers, and the Project Management Institute. She is a Certified Associate of Project Management.